DOCUMENT RESUME

ED 147 958 EA 010 154

AUTHOR Nallia, William T.
TITLE A Needs Assessment for Developing a Comprehensive Education Plan for Lanier County, Gerogia.
INSTITUTION Lanier County Board of Education, Lakeland, Ga.
PUB DATE Jan 75
NOTE 199p.; For related documents, see EA 010 153-155; Table 15 may be marginally legible

EDRS PRICE MF-$0.83 HC-$10.03 Plus Postage.
DESCRIPTORS Academic Achievement; Adult Education; Career Education; Dropout Characteristics; Educational Facilities; Educational Needs; *Educational Planning; Elementary Secondary Education; *Needs Assessment; Program Descriptions; School Demography; *School Districts; Special Education; Student Attitudes; *Tables (Data); Teacher Behavior
IDENTIFIERS *Lanier County Public Schools GA

ABSTRACT

This report presents the results of an extensive needs assessment conducted by the Lanier County (Georgia) Public Schools as one stage in the development of a comprehensive education plan for the county's schools. The major intent of the needs assessment was to determine to what degree the schools were implementing their stated philosophy of education and to what degree the goals were being met by existing school programs. The findings were intended to be written as needs statements which could be incorporated into the comprehensive plan and used to justify program changes, additions, and expansions. Separate sections of the report present data on general population characteristics of Lanier County, school population characteristics, present program/course offerings, career education needs, teaching strategies, student experiences, student self-esteem, student achievement, adult education, school dropouts, special education needs, and school facilities. (JG)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED147958

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Russell Conger

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

A NEEDS ASSESSMENT
FOR
DEVELOPING A COMPREHENSIVE EDUCATION PLAN
FOR
LANIER COUNTY, GEORGIA

LANIER COUNTY BOARD OF EDUCATION
LAKELAND, GEORGIA
1974-75
Mr. Richard Young, Superintendent

Prepared By:

William T. Nallia
Special Consultant to the Board of Education

EA 010 154

TABLE OF CONTENTS

		Page
I.	General Information	1
II.	General Population Characteristics	5
III.	School Population Characteristics	19
IV.	Program/Course Offerings	28
V.	Career Education Needs	43
VI.	Teaching Strategies	69
VII.	Student Experiences	85
VIII.	Student Self-Esteem	93
IX.	Student Achievement	106
X.	Adult Education	115
XI.	Dropout Information	122
XII.	Special Education Needs	130
XIII.	Facilities	134

PREFACE

This needs assessment report represents a comprehensive inquiry into the educational status of the Lanier County Schools. It provides the data necessary for completing the status check stage of the comprehensive education plan. The status check stage is described on pages ten and eleven of the Management System.

The major intent of the needs assessment was to determine to what degree the Lanier County Schools are implementing their stated philosophy of education (report A) and to what degree the goals (report C) are being met by the existing programs. The findings will be written as needs statements and will become report D of the comprehensive plan. They will also be used to justify program changes, additions, and expansions.

An attempt was made to assess the needs of the Lanier County Schools using the most scientific methods possible for the collection and treatment of data. The types of data available and limited time for collecting and processing new data placed some limitations on the scope of the study, the number and types of instruments and the statistical procedures. All data were treated as objectively as possible though much of the data was subjective and consisted of perceptions of teachers, students, and parents. It is the opinion of the education task force and this special consultant that the instruments, procedures, types of data and their treatment are statistically sound for the purpose of developing an educational program in Lanier County and that the needs identified in this report are valid.

The education task force has expressed a high interest in educational changes for the Lanier County Schools in every meeting with the special consultant and such was the case with planning for the needs assessment.

They expressed a strong commitment to the concept of maximum involvement of school community, and therefore, the needs assessment plan provided for the collection of data from parents, students, and school personnel and for review of data by representation from each group. The involvement process utilized was an important factor in the educational validity of the needs assessment data as well as a significant impetus for an attitude of "ownership" on the part of Lanier County people.

Needs Assessment is a giant step toward developing a comprehensive education plan for Lanier County and is essential to the program development stages of the plan. The willingness on the part of the school system to identify and make public its program deficiencies is certainly commendable and is indicative of the seriousness with which the Lanier County Board of Education is attempting to meet the needs of boys and girls and certain adult citizens of the county.

To complete this needs assessment on schedule has required dedicated efforts on the part of many people in the school system. I wish to express my personal thanks to each person who has taken part in the needs assessment for his or her cooperation and assessments, especially those who assisted with the collection and tabulation of data.

It is hoped that this study will not only serve as an immediate guide for developing an education plan but will also be used as resource information for all school program planning by the Lanier County School System. A study of this type is only as good as it is utilized by the Board of Education and school personnel in making decisions that relate specifically to the needs of the student population.

WILLIAM T. NALLIA
SPECIAL CONSULTANT
TO THE
BOARD OF EDUCATION
JANUARY, 1975

I. GENERAL INFORMATION

I. GENERAL INFORMATION

Containing a wealth of natural endowments, Lanier County is located in the south central section of Georgia, approximately thirty miles north of the Florida state line and twenty miles east of Interstate Highway 75. The cities of Valdosta, Waycross and Moultrie are within a fifty-mile radius of Lakeland, which is the only incorporated settlement in Lanier County. The county is bounded by Atkinson County on the north, Berrien County on the west, Clinch County on the east, and Lowndes County on the south.

Lanier County is considered to be small, both in size (177 square miles) and population (5,031 residents), yet, when compared to other counties in the state, it is endowed with an abundance of natural wildlife, vegetation and water, all of which support many recreational activities such as boating, fishing and hunting, to name a few. The size of the community delimits the number of cultural experiences that can be provided its residents, therefore, those who can afford it must travel to Valdosta in order to participate in both community and commercial cultural activities.

Major industry is non-existent in Lanier County. The county's only industries are the Tanglewood Garment Factory and the Patten Seed Company, and both are considered to be small. The school system is the largest employer in the county (111 employees). Employment for some residents must be sought elsewhere, and therefore, a high percentage of adults leave the county daily for employment in small industries in Valdosta and Nashville, Georgia, and for employment at the Moody Air Force Base, located

fifteen miles from Lakeland. According to the 1970 U.S. Census, forty-one percent of the total workers living in Lanier County worked outside the county, which was an increase of 15% over the 1960 U.S. Census.

The income level of Lanier County residents is relatively low, which is evidenced by the fact that the per capita income in the county was $1,836 in 1972 and the percentage of all families with an income less than poverty level was 26.3, yet there had been a significant increase in family income statistics. In 1960, 57% of all families in the county earned a total income of $3,000 or less as compared to 23% in 1970. It should be noted that there was no "real" increase in the family economy because as the family income increased between 1960 and 1970, the cost of living increased at an even higher rate and caused approximately one-fourth of the families in Lanier County to have a buying power equal to or less than what they had had in 1960. The incomes of Lanier County residents are somewhat balanced between those that are considered "low" and those that are considered "high." In 1970, the U.S. Census revealed that 23% of all families earned $3,000 or less while 22% of all families earned $10,000 or more. The percent of all families earning a median income (between $3,000 and $10,000) was 55%.

Lanier County is a small community, quietly nestled in the farmlands of southern Georgia without the problems of metropolitan America such as overpopulation, air and water pollution, crime, transportation difficulties, housing shortages, and independable community services. But while these are not major problems for Lanier County, the community is certainly not without problems. The lack of employment opportunities for Lanier County residents is the one problem that is recognized community-wide. Most

youth must leave the county to seek employment upon graduation from high school or college. The general population of the county has decreased by sixty-six persons between 1960 and 1970 due to the migration of youth out of the county and to the decline of the birth rate. The attitude of many Lanier County residents is "let our community remain small and quiet to prevent what is normally associated with industry and population explosion." Who can question this attitude? Most people in larger communities wish for just such community and domestic serenity. It should be emphasized that while a community is enjoying these advantages, there are those that must deal daily with the problem of employment.

II. GENERAL POPULATION CHARACTERISTICS

II. GENERAL POPULATION CHARACTERISTICS

An assessment of the needs of a school system and/or recommendations for change in the existing system necessarily requires a study of the population statistics of the area which the system serves. Since the population of the community usually determines the school enrollment, it becomes imperative that certain characteristics of the population be studied in detail. In this section of the needs assessment report (due to their relative importance in educational planning), the population growth patterns, the age and race of the population, educational levels and projected population will be discussed.

Lanier County, like most rural communities in its area of the country, possesses a cultural heritage and a set of traditions of which it is very proud. Characteristics of the county in the past have been minimal population turnover, minimal change in the total population and, as a result, minimal social or cultural change. (See Table 1)

According to the U. S. Census, there had been a gradual increase in population in Lanier County until 1940. The sharpest decrease for a ten-year period was from 1940-1950 when there was an 8.5% loss or 481 persons. From 1960-1970, there was a slight decrease by 1.2% or 66 persons. (See Table 2). Since 1940, Lanier County has lost 601 persons or 10.6% of the total population. During the period of time from 1930-1970 while Lanier County was losing population, most southeastern states, including Georgia, had a population increase of 30-35% while the United States as a whole witnessed a population increase of 64%.

The economic situation of an area is one of the main variables in determining population size, and there are indications that economic

opportunities, both in Lanier County and in the entire state, are insufficient to cause either a county-wide or state-wide population growth rate equal to the national average. It is the conviction of this consultant that the present economic situation, and the resulting small population increase, are both partially caused by the decreased productivity of farm labor due to mechanization, specialization and technology. According to one economic study,

> "Higher demand for meat, dairy products, fruit and vegetables, initiated by World War II and sustained by fuller employment and better living standards thereafter, rapidly translated accumulated knowledge and unused technology in operations on the farm. The result was an increase in agricultural efficiency not equalled in any other twenty-year period of recorded history. On the commercial farms of the nation, the movement toward bigger acreage, less employment and more products was still going on rapidly in the 1960's. At the beginning of the 19th century, almost everyone lived in rural areas, and eighty of every one hundred persons in the labor force were engaged in farming, and in the 1960's only 12% of the people lived on farms and of each 100 in the total working force, only 9 were farm workers."[1]

Such conditions partially explain the loss in population in Lanier County.

In short, the number of employment opportunities on the farms were decreased by the onset of mechanization, and families were forced to seek job opportunities elsewhere. This, of course, not only increased out-migration of families but also reduced in-migrations, for the same economic reasons. Until 1970, there were no employment opportunities in the general area of Lanier County to replace those eliminated by the farming revolution. An increase in small industry, small business and improved transportation within daily commuting distance from Lakeland have all improved the employment opportunities for Lanier County residents somewhat.

[1]Reuben W. Hecht and Eugene G. McKibben, "An Agricultural Revolution" in Views of American Economic Growth: The Industrial Era, ed. Thomas C. Cochran and Thomas B. Brewer (New York, 1966)

This improvement is evidenced by the fact that 41% of the total number of workers living in Lanier County work outside the county in nearby places like Valdosta, Nashville, Georgia, and Moody Air Force Base. (See Table 3)

Another factor that has contributed to the population decline for the past 40 years if the declining birth rate in Lanier County. This decline is best illustrated by a comparison of the number of persons in the county who were five years old and under in 1960 and in 1970. There were 711 within this age range in 1960 as compared to 486 in 1970, a difference of 225 persons or a decrease of 31.6%. For a more detailed description of the population by age, see Table 4, and for a description of the birth and death rates, see Tables 5 and 6.

The population of Lanier County is approximately 29% black. A study of the population by race reveals that there has been very little change in racial ratio over the past 40 years. However, one very significant fact is that the population decline from 1960-1970 consisted primarily of black residents, either due to out-migration from the community or to a reduction in the birth rate. The U.S. Census reveals that there were 70 fewer black residents in Lanier County in 1970 than in 1960, while the difference in the total population was 66 fewer residents.

In spite of such decreases, it is now evident that the population of Lanier County has not only stabilized but will experience a slight increase over the next ten years. (See Table 7) Interviews with certain key citizens in the community reveal that although there are no definite plans for increasing employment opportunities by recruiting industry to the county, plans are being discussed to publicize Lanier County as a residential community, with ample out-of-doors recreational facilities for families to enjoy

while employed in adjacent areas such as Valdosta and at Moody Air Force Base. The success of this concept will depend, of course, on the industrial growth of the surrounding communities, particularly Valdosta.

The most important fact from this section of the needs assessment in relation to planning educational programs is that the general population of Lanier County will remain approximately the same for the next five years with some increase before 1985.

Table 1

GENERAL SOCIAL STATISTICS 1960 - 1970
LANIER COUNTY

	1960	1970
Population	5,097	5,031
Land Area (Square Miles)	167	177
Population/Square Miles	30.5	28.4
Population Change 1950-1960: Total:	5,097	5,031
Net Migration		
Natural Increase		
Population Characteristics: Urban:	None	None
Negroes	1,541	1,472
Foreign Born	10	6
Over 62 Years	472	575
Education (Age 25 & Over) Media Completed		
Completed < 5 Years	542	416
Completed High School	330	512
Education Enrollment (Age 5-34) 1960 (Age 3-34) 1970	1,385	1,238
Employment (Statistics from year 1959 as reported on 1960 Census) Total:		
Manufacturing	210	329
White Collar		
Aggregate Income - 1959		
Number Families	1,202	1,221
Median Income	$2,480	$5,830
Income $3,000 or Under	57%	23%
$10,000 or more	03%	22%
Public Assistance	293	357

Source: U.S. Census 1960 & 1970

Table 1 (Continued)

		1960	1970
Housing Units:	Total:	1,533	1,581
Single Units		1,449	1,113
Sound and Plumbing		902	1,105
Occupied Units:	Total:	1,343	1,423
Owner Occupied		695	882
Owner Occupied Median Val.		$5,000	$7,600
Med. Gross Monthly Rent		$42	$43

Source: U.S. Census 1960 & 1970

Table 2

Total Population In Lanier County, 1930, 1940, 1950, 1960, 1970

Year	Total Population	
1930	5,190	
1940	5,632	Net Change 8.5
1950	5,151	Net Change - 8.5
1960	5,097	Net Change - 2.8
1970	5,031	- 1.3
Total Loss Since 1940	601	Net Change

Source: U.S. Census of Population 1930-1970

Table 9

	TOTAL		NEGRO	
	1960	1970	1960	1970
SOCIAL CHARACTERISTICS				
Total Workers Living in County	1,771	1,600	499	
Work in County of Residence	1,254	802	397	
Percent of Total Workers		50.1%		
Work Outside County of Residence	490	661	102	
Not Reported	27	137		

Source: U.S. Census 1960, 1970

Source: U.S. Census 1970

Table 4

1970
Total Population of County By Age, Sex, Race

	All Races			White		Black		Total
	Total	♂	♀	♂	♀	♂	♀	1960
all	5,031	2,463	2,568	1,752	1,801	708	764	5,097
<1	97	53	44	32	25	21	19	140
1	99	42	57	31	38	11	19	152
2	86	48	38	32	23	16	15	145
3	98	44	54	30	30	13	24	121
4	106	51	55	26	35	25	20	143
5	121	70	51	40	33	30	18	123
6	104	57	47	40	29	17	17	102
7	138	65	73	31	49	24	24	124
8	106	58	48	30	29	28	19	116
9	109	56	53	36	30	20	23	116
10	119	59	60	35	43	23	17	117
11	127	62	65	42	38	20	27	134
12	116	65	51	42	33	23	17	101
13	118	63	55	45	33	18	22	124
14	140	74	66	46	39	28	27	99
15	122	61	61	39	25	22	26	108
16	101	50	51	30	32	20	19	117
17	98	42	56	26	33	16	23	91
18	97	53	44	37	31	16	13	82
19	76	35	41	24	24	11	17	82
20	80	43	37	33	28	10	9	74
>21	2,773	1,312	1,461	1,015	1,111	295	349	2,676

Source: U.S. Census 1970

Table 4 (Continued)

1970
Total Population of County By Age, Sex, Race

	All Races			White		Black		Total
	Total	♂	♀	♂	♀	♂	♀	1966
<5	486	238	248	151	151	86	97	711
5-9	578	306	272	187	170	119	10[illegible]	581
10-14	620	323	297	210	186	113	110	575
15-19	494	241	253	156	155	85	98	480
20-24	353	172	181	130	128	41	53	329
25-29	309	144	165	110	121	33	44	281
30-34	260	118	142	88	109	30	33	278
35-40	276	133	143	116	112	17	31	282
40-45	289	138	151	104	120	34	31	238
45-49	255	130	125	103	93	27	32	305
50-54	206	97	109	72	81	25	28	265
55-59	232	112	120	84	100	28	20	232
60-64	229	107	122	88	92	19	30	160
65-69	172	79	93	59	70	[illegible]	23	138
70-74	122	59	63	43	49	16	14	93
75-79	64	31	33	26	27	5	6	78
80-84	52	24	28	16	19	8	9	41
>85	34	11	23	9	18	2	4	30
<18	2,005	1,020	985	643	607	376	376	2,183
>62	575	266	309	204	238	62	70	476
>65	444	204	240	153	183	51	56	380
Median	24.8	23.6	26.0	26.9	29.6	17.1	18.8	23.1

Table 5

BIRTH RATE*

YEAR	GRAND TOTAL #	Rate	TOTAL WHITE #	Rate	TOTAL NON-WHITE #	Rate
1973	99		63		36	
1972	89	17.1	51	13.8	38	25.3
1971	98	19.2	61	16.9	37	24.7
1970	85	17.3	57	16.8	28	18.7
1969	114	23.3	64	18.3	50	35.7
1968	94	19.6	66	20.0	28	18.7
1967	81	14.7	45	11.8	36	21.2
1966	89	16.5	49	12.9	40	25.0
1965	118	21.9	72	18.9	46	28.8
1964	145	27.4	84	22.7	61	38.1
1963	139	26.2	80	21.6	59	36.9
1962	126	24.2	82	22.2	44	29.3
1961	103	20.2	59	16.4	44	29.3
1960	145	28.4	99	27.5	46	30.7
1959	121	23.7	75	22.1	46	27.7
1958	158	30.0	99	29.1	59	34.7
1957	173	34.6	99	30.0	74	43.5
1956	177	36.1	118	36.9	59	34.7
1955	171	34.9	99	30.9	72	42.4
1954	132	26.4	68	20.0	64	40.0
1953	109	21.8	62	18.2	47	29.4

Source: U.S. Census 1970

*Per 1,000

Table 6

DEATH RATE*

YEAR	GRAND TOTAL #	Rate	TOTAL WHITE #	Rate	TOTAL NON-WHITE #	Rate
1973	52		35		17	
1972	77	14.8	58	15.7	19	12.7
1971	43	8.4	30	8.6	13	8.7
1970	44	9.0	35	10.3	9	6.0
1969	57	11.6	34	9.7	23	16.4
1968	54	11.3	41	12.4	13	8.7
1967	45	8.5	30	7.9	17	10.0
1966	42	7.8	28	7.4	14	8.4
1965	58	10.7	38	10.0	20	12.5
1964	54	10.2	27	7.3	27	16.9
1963	46	8.7	30	8.1	16	10.0
1962	36	6.9	21	5.7	15	10.0
1961	45	8.8	33	9.2	12	8.0
1960	49	9.6	32	8.9	17	11.3
1959	49	9.6	23	6.8	26	15.3
1958	50	9.8	28	8.2	22	12.9
1957	54	10.8	35	10.6	19	11.2
1956	36	7.3	27	8.4	9	5.3
1955	36	7.3	25	7.8	11	6.5
1954	31	6.2	18	5.3	13	8.1
1953	26	5.2	15	4.4	11	6.9

Source: U.S. Census 1970

*Per 1,000

TABLE 7

LANIER COUNTY

POPULATION PROJECTION

YEAR	POPULATION
1970	5,031
1980	5,000
1990	5,500
2000	6,000
2011	7,000
2020	8,000

Source: Coastal Plains Development and Planning Commission, U. S. Census Bureau

III. SCHOOL POPULATION CHARACTERISTICS

III. SCHOOL POPULATION CHARACTERISTICS

An analysis of the school population is absolutely essential to the completion of planning a comprehensive program. The purpose of this section of the needs assessment is to analyze the student population trends for the past ten years and to project the total school population for the next five years.

The population projection is based on the fundamental assumptions that (1) the birth rate will not rise or drop dramatically, (2) economic activity will remain basically unchanged from its current status and (3) simple technologically induced events will not radically alter the general area. Such linear thinking, basic to every demographic study projection, has severe limitations. Accurate projections, in such a relatively small geographic area, can be influenced significantly by even slight changes in the categories listed above.

A crucial distinction, then, might be made between population projections and population predictions. The projection, unlike the prediction, is based solely on past events. The projection represents the logical extension of the past.

The school population for this study is all county residents who are from three to nineteen years old, since the philosophy of the school system calls for a formal education program which begins with the age of three.

The student population within Lanier County was fairly constant from 1950 to 1970, at approximately 1,550 students. The highest enrollment was in 1970 when it reached 1,582 students. Since that time, there has been a gradual loss of students as the current enrollment of 1,346 students indicates (Graph 1). This is a loss of 236 students or 14.9% of

the 1970 enrollment. Much of the loss in enrollment occurred within the last two years, accounting for 159 of the 236 students lost since 1970.

Careful analysis of the population trends and birth rate of Lanier County reveal that the loss in student enrollment is not an attrition factor, but is due primarily to a significant reduction in the birth rate in the county during the 1960's. (See Tables 5 & 6 in Section II)

During the years preceeding 1970, there were approximately 170 pupils entering the first grade each year while in 1970, the first grade enrollment reached a high of 205 students. In comparison, there were 136 students enrolled in the first grade in 1974 with only 95 enrolled currently in the same grade. This represents a decrease of 110 students or 53.6% of the 1970 first grade enrollment. This first-grade decline, of course, does not account for the total decrease in enrollment, nor does it specifically accounts for the extreme loss of enrollment for the 1974-75 school year. It does, however, account for most of the overall change in the student enrollment figures, because when the first grade enrollment decreases, second and third grade enrollments also decrease during subsequent years. (See Tables 8 and 9).

The excessive decrease in total enrollment for the 1974-75 school year cannot be explained statistically. It is inconsistent with the trends of both the general population of the county and of the school population. There is a feeling on the part of personnel that the enrollment will increase during 1975 since the enrollment data was taken from the first reporting period of the school year.

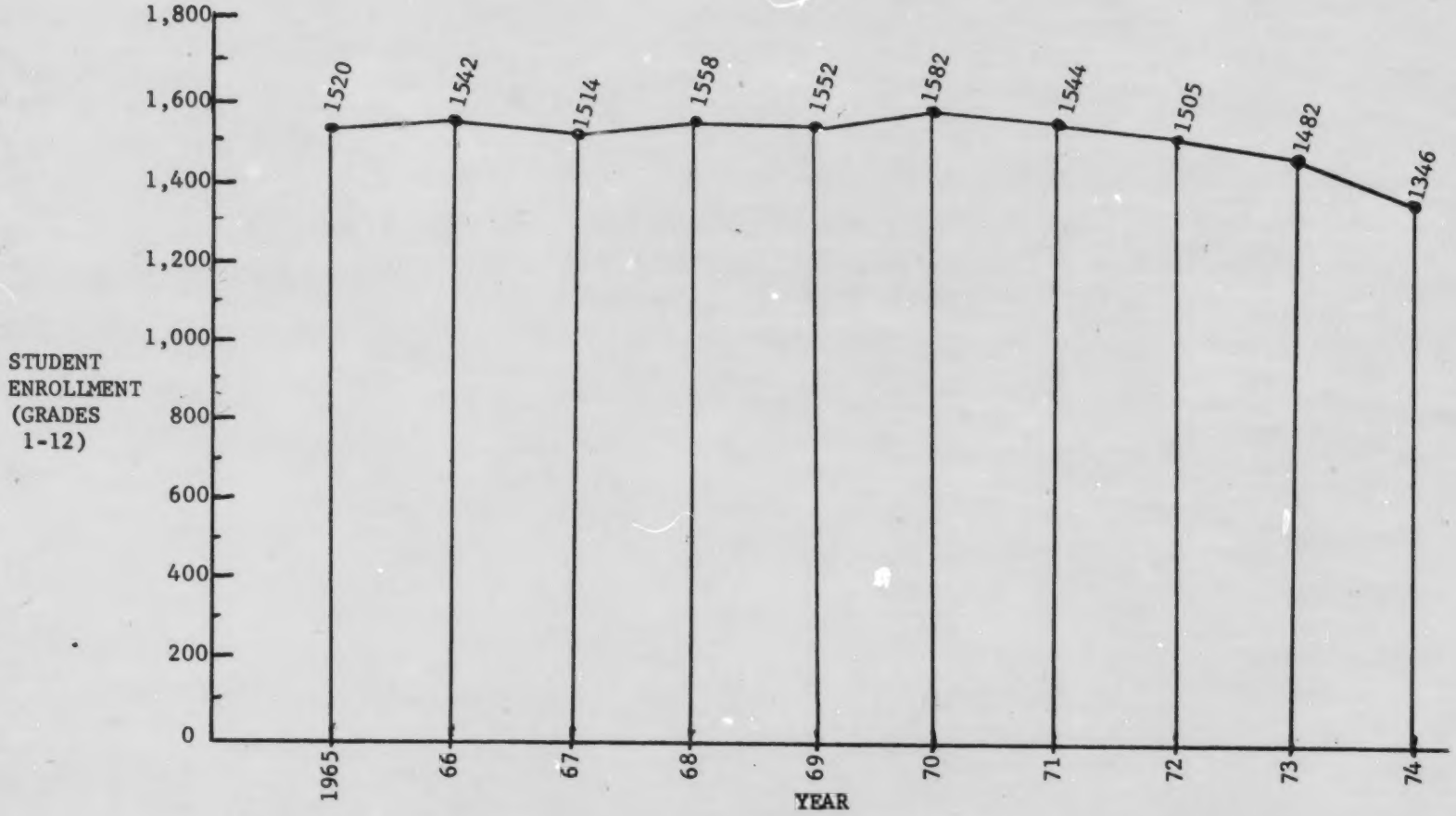
It should be noted that, while the consultant is aware of the influence of natural in- and out-migration of families on school enrollment, there was no attempt to determine the degree of influence on the enrollment change, since the analysis of the county's general population reveals that it is rather stable. However, some consideration must be given to migration as generalizations are made about school enrollment trends for the future.

The school population is approximately 35% black, but the percentage at the primary and elementary school levels is greater due to the significant number of black students who drop out of school upon reaching their sixteenth birthdays. No appreciable change in the racial ratio of the student population is expected before 1985, but it is expected that the number of black drop-outs will decrease if a comprehensive education program is implemented, and these additional students will increase the enrollment of black students at the High School.

Based on the information discussed in this section and in the section on General Population, it would appear that the student population of Lanier County is likely to stabilize, just as the general population of the county is. This assumption is based on the prevailing birth trends and the expectation that there will be no major migrational changes. It is projected that by 1980, the student enrollment (grades K-12) in Lanier County will be approximately 1,450 students and will gradually increase to approximately 1,550 students by 1985. This projection is based substantially on a constant birth rate and an increase in residential housing in the county. See Table 10 for a projected enrollment by age for the 1975-76 school year.

GRAPH 1

LANIER COUNTY SCHOOL ENROLLMENT



Source: School Attendance Records as of October 1.

Table 8

STUDENT ENROLLMENT FROM 1970-1975

GRADES 1-3

YEAR	*TOTAL 1ST GRADE	CHANGE	ESTIMATED 2ND GRADE CHANGE	ESTIMATED 3RD GRADE CHANGE
1970-1971	205			
1971-1972	161	-44		
1972-1973	157	- 4	-44	
1973-1974	136	-21	- 4	-44
1974-1975	95	-41	-21	- 4
	TOTAL	-110	-69	-48

Total Change Grades 1-3 | 227 Students

*Source: School Attendance Records

Table 9

GRADE LEVEL ENROLLMENT
LANIER COUNTY SCHOOL SYSTEM

	12th	11th	10th	9th	8th	7th	6th	5th	4th	3rd	2nd	1st	Year
Black	21	19	32	38	47	43	85	41	47	57	56	65	1965-1966
White	40	57	79	69	89	92	78	73	83	94	110	105	1520
Black	15	20	37	37	54	92	54	51	72	50	59	77	1966-1967
White	47	69	56	82	85	71	65	80	83	98	85	103	1542
Black	20	23	37	45	72	60	37	79	40	47	76	65	1967-1968
White	53	59	60	75	69	81	71	90	93	88	88	86	1514
Black	23	32	36	71	56	29	80	47	50	85	47	70	1968-1969
White	45	56	65	77	70	81	91	84	81	91	85	106	1558
Black	25	34	44	43	49	64	64	55	91	60	67	66	1969-1970
White	43	56	56	75	66	81	91	75	80	77	83	107	1552
Black	21	41	30	44	59	53	49	79	48	105	189	205	1970-1971
White	46	54	61	76	77	96	75	75	72				1582
Black	23	79	91	58	155	127	78	118	123	50	156	161	1971-1972
White	46			72			78			88			1544
Black	22	71	98	56	118	142	42	116	138	71	136	157	1972-1973
White	43			97			70			71			1505
Black	18	85	129	42	146	108	45	138	124	46	117	136	1973-1974
White	45			71			76			71			1482
Black	23	92	103	56	119	117	49	123	117	50	110	95	1974-1975
White	51			64			86			73			1346

Source: School Attendance Records as of October 1.

Table 10

PROJECTED
GRADE LEVEL ENROLLMENT
FOR 1975-1976

AGE	3	4	5	6	7	8	9	10	11	12	13
ENROLLMENT	98	106	110	103	110	123	119	129	125	117	109

AGE	14	15	16	17	18	19	TOTAL
ENROLLMENT	109	96	98	85	70	10	1717

NOTE: These projections by age are based on the 1970 U.S. Census Data and School Enrollment Data from 1965 to 1975. These enrollment data are projection only. They are not the results of scientific data analysis technique.

Source: U.S. Census 1960, 1970

Table 11

YEARS OF SCHOOL COMPLETED	1960				1970			
	TOTAL	♂	♀	NEGRO	TOTAL	♂	♀	NEGRO
25 years and older	2423	1175	1248	730	2523	1215	1318	602
No. of School Years Completed	198	125	73	143	92	72	20	52
Elementary 1-4 yrs.	532	278	254	267	416	274	142	186
5-7 yrs.	626	276	350	190	465	202	263	130
8 yrs.	199	94	105	38	269	134	135	56
High School 1-3 yrs.	398	193	205	51	582	225	357	129
4 yrs.	230	140	190	31	512	224	288	46
College 1-3 yrs.	79	44	35	0	96	43	53	0
4 or more	61	25	36	10	101	41	60	0
Median Years Completed		7.3	7.7	4.3		8.4	9.8	6.5
Percent High School Graduates						25.3	30.4	15.2
Completed <5 Years					416	274	142	

IV. PROGRAM/COURSE OFFERINGS

IV. PROGRAM/COURSE OFFERINGS

The general scope and depth of an educational program can best be identified by reviewing the number and types of courses and special activities offered by individual schools. The ability to accurately and easily describe the dimensions of an educational program is greatly influenced by the degree of flexibility of the program and the amount of content that has been integrated into it. A program that is highly structured with specific courses taught daily for fifty minutes is more easily described than one that is scheduled for a two-hour block of time with several content areas included. In this section of the needs assessment report the organization of the general program, the program concepts, and courses that are offered at each school will be discussed.

PRIMARY SCHOOL

The program for students in grades K-3 is self-contained with one teacher and approximately thirty students assigned to a classroom for the school year. Students have little or no contact with other teachers in the school except in an informal way, such as during play and lunch periods and in special activity programs. The schedule of activities in each classroom is the responsibility of the classroom teacher. There is no team teaching or team planning except that which occurs between teacher and teacher's aide. Some planning occurs between grade level teachers and among the total faculty during staff development activities, but generally, each teacher operates her classroom independent of all the other teachers except the teacher's aides.

The program components at the primary school consist of:

1. Three Kindergarten classes for the five-year olds who are not eligible for the 1st grade and who qualify as economically disadvantaged or handicapped.

2. A basic academic program for all students in grades 1-3, which includes the traditional content and skills normally taught early elementary students.

3. Two special education classes for students who qualify as educable mentally retarded.

A reading program financed by Title 1 of the Elementary Special Education Act and the Emergency School Assistance Act is the only special program at the primary school. Its purpose is to improve the skills of students who have serious deficiencies in reading. The regular classroom teachers are responsible for teaching Art, Music and Physical Education, since there are no special teachers for these subjects.

Upon entering school, students are assigned to--and thereafter advance through--the program by grades rather than by age, maturation, achievement, readiness or interest. Except for the reading program there is little or no individualized instruction and no system for allowing students to work at their own rates in a continuous progress way. Generally, the program focuses on content and skills and is group-centered with little evidence that the individual differences of students are being accommodated. It should be noted that while the Primary School program is not individualized, there is a strong commitment on the part of the faculty to develop a more individualized program. There is evidence that much progress has been made in this effort, particularly with the Reading program.

Generally, the Primary School offers a basic self-contained academic program with no special programs such as Art, Music, Cultural Awareness, Crafts, Foreign Languages, or any other such programs (See Table 12).

ELEMENTARY SCHOOL

The elementary program serves grades 4-7 and is divided into three sections characterized by grade and organizational structure. The 4th grade is self-contained with one teacher for every thirty students, approximately. Like the primary school, students are assigned to one teacher for the school year and have very little contact with other teachers in the school. In fact, the programs are so similar that a detailed discussion of the 4th grade program would be redundant.

The program for 5th and 6th grade students is organized into two two-hour blocks of time for the academic program and a one-hour block for Physical Education. One block is called the Language Arts block, which consists of Reading, Spelling, and English. The other one is the Math, Science and Social Studies block. All 5th and 6th grade students meet in each academic block daily. There is some integration of content in each block. Each teacher has approximately thirty students for each block of time and teaches each subject in the block with some assistance from a part-time teacher's aide. Physical Education is taught by the regular classroom teacher, since there is no special teacher for Physical Education.

The 7th grade students participate in a departmentalized program with 45-minute periods. There are four teachers, one each for teaching English, Math, Science, and Social Studies and all the teachers assist in the Physical Education classes. In addition to the four basic subjects

each 7th-grade student participates in a 45-minute exploratory program scheduled daily at the high school. Agriculture, Home Economics, Speech, Drama, and Spanish are offered for the 7th grader to explore. All areas are scheduled for the school year in nine-week sessions, and students are required to participate. Seventh-grade students can also participate in a remedial reading program scheduled during this period, provided they meet the eligibility criteria. All 7th-grade students participate in thirty minutes of vocabulary enrichment scheduled daily.

A reading program financed by Title 1 (ESEA) and ESAA is in operation at the elementary school. Students in grades 5, 6, and 7 participate in the Title 1 program, while students in grades 4, 5, and 6 are served by the ESAA Program.

Students are assigned to the elementary school by grade much like the primary school. There is no system for continuous progress and very little evidence of individualized instruction except within the special reading program.

In general, the program at the elementary school is the very minimum in a basic academic program. Exploration activity for 7th grade students scheduled at the High School and a choral music class for 6th and 7th grade students for forty-five minutes once a week are the only special activities that are provided the elementary students beyond the reading program. See Table 12 for a description of the subjects and activities provided the elementary school students.

HIGH SCHOOL

The High School serves students in grades 8-12 and is comprised basically of two program components. One is for the 8th grade students

and the other is for students in grades 9-12. The components are differentiated by subjects offered, facilities utilized, and a schedule of events. The high school operates on a quarter system with each quarter made up of 12 weeks. Subjects change from quarter to quarter based on the interests of students and the sequencing of required courses. The program for both the 8th grade and grades 9-12 is very traditionally organized. The schedule consists of six 55-minute periods daily, with each teacher and a class of students assigned to a room for 12 weeks. There is no team teaching nor team planning except on a limited basis within the respective departments.

The subjects offered are primarily those required by the state to meet the minimum standards for an accredited high school. See Table 12 for a detailed description of the subjects and special activities provided the high school students. The courses that are categorized as elective are very limited. In order to acquire approximately nine elective units as described in the manual on standards for Public Schools of Georgia, high school students must select from Home Economics, Agriculture, Family Living, Business, Physical Education, Primary Education and French. There are two additional programs -- a Title I. (ESEA) remedial reading program and three special education classes (two educable mentally retarded and one learning disability) for students in grades 8-12 who need special assistance. One counselor is employed to serve grades 8-12. She not only provides a general counseling service to the high school but also teaches a Psychology course.

The program at the high school is unquestionably delimited by an inadequate facility. There are no facilities for cultural enrichment

activities; there is a lack of space and usable area for the vocational classes; and there are no out-of-doors instructional facilities.

In general, the high school provides a minimum basic academic program with limited courses for students to choose from beyond those that are required. The cultural enrichment opportunities are practically nil, and the career awareness and career skill development activities are the very minimum for a high school program. In addition, it is evident that the high school program is more college-preparatory than vocational-career oriented. This type of program indicates that there is little emphasis placed on having marketable skills upon graduation from high school, yet only 35% of the 1974 graduates enrolled in college.

TABLE 12

COURSES/ACTIVITIES

LANIER COUNTY SCHOOLS

I. PRIMARY SCHOOL

GRADE	SUBJECTS	SPECIAL ACTIVITIES	DESCRIPTION
Kindergarten	General readiness	Title 1 Kindergarten	For students who are economically disadvantaged or handicapped.
1	Basic Program of reading, writing, and counting. Art, Music and P.E.	ESAA Reading Title 1 Reading	All subjects taught by the regular classroom teacher with some assistance from a teacher's aide.
2	Basic Program of reading, writing and beginning math, science, and social studies. Art, Music & P.E.	ESAA Reading Title 1 Reading	Same as above.
3	Basic Program of reading, writing, and beginning math science, social studies, and English. Art, Music, and P.E.	ESAA Reading Title 1 Reading	Same as above.
1, 2, & 3		Special Education for educable mentally retarded	Two classes with approximately 15 students each.

TABLE 12 (CONT'D)

II. ELEMENTARY SCHOOL

GRADE	SUBJECTS	SPECIAL ACTIVITIES	DESCRIPTION
4	Reading Writing Grammar Math Science Social Studies Art Music and P.E.	ESAA Reading	All subjects taught by the regular classroom teacher, with some assistance from a teacher's aide.
5 & 6	Language Block - Reading, Spelling, Grammar Math, Science, Social Studies Block Physical Education Art Music (6th grade)	ESAA Reading Title 1 Reading	One teacher for each Language and Math, Science and Social Studies Block, each block is 2 hours long. Art and P.E. are taught by all teachers. Music is taught by a voluntary layman 1 day a week for 45 minutes.
7	English Math Science Social Studies Physical Education Vocabulary Enrichment Exploratory Home Economics Agriculture Speech and Drama Spanish Music	Title 1 Reading Program	A departmentalized program with six 45-minute periods. Teachers are assigned specific subjects. Music is taught by a voluntary layman 1 day per week for 45 minutes. Only Home Economics and Drama activities are scheduled at the high school. Special Program for the gifted.

TABLE 12 (CONT'D)

III. HIGH SCHOOL

GRADE		SUBJECTS		
		FALL QUARTER	WINTER QUARTER	SPRING QUARTER
8	English	Grammar Reading	Composition	Literature
	Mathematics	Skill Improvement Concepts to rational Sets and Properties	Fractions and Decimals Structure Real, No. System, etc. Real Numbers	Introduction to % and Measurement Geometry and Graphics in application Fundamentals of Algebra
	Science	Our Environment The Planet Earth	Matter & Energy Atmosphere & Hydrosphere	Plants & Animals The Universe
	Social Studies	History of Georgia	Construction in Ga.	The Colonial Period & Creation of a New Nation
	Health and P.E.	Health Science	Physical Education	Physical Education
	Agriculture	Ag. Orientation	Ag. Mechanics	Basic Ag. Science
	Home Economics	Management for Better Family and Child Development	Experiences in Food for Teenagers	Clothing Opportunity for Teenagers
9	Language Arts	Reading Grammar	Reading Intro. to Writing	Reading World Short Stories
	Mathematics	Math Operations & Measurement Understanding Nos.	Consumer Math Dec. % & Measurement	Everyday Formulas Mgmt & Everyday Prob.

TABLE 12 (CONT'D)

III. HIGH SCHOOL (Cont'd)

GRADE	SUBJECTS	FALL QUARTER	WINTER QUARTER	SPRING QUARTER
9	Science	Basic Physical Science Living with Ourselves Outdoor Science	Our World Outdoor Science	Matter & Energy Living with Ourselves Outdoor Science
	Social Studies	Europe & Middle Eastern Geography Geo. of the Americas	Africa and Far East Europe & Middle East	Africa & Far East Europe and Middle East
	Agriculture	Basic Ag. Science Hard Woodworking & Safety	Basic Ag. Plants Plumbing	Basic Ag. Animals Farm Masonry
	Home Economics	Clothing for Teens	Food for Teenagers	Management of Living Time for Teenage Development
	Business Education	Money & Banking	Consumer Education	Investment
	Fine Arts	Expressing w/Sculptural Materials	Expressing with Printmaking processes	Expressing with Drawing and Painting
	Physical Education	Physical Education	Physical Education	Physical Education
10	Language Arts	Reading Inter. Grammar Intro. to Expository & Creative Writing World Drama	Reading Inter. Grammar Intro. to Expository & Creative Writing World Novel	Reading Inter. Grammar Intro. to Expository & Creative Writing World Drama World Novel

TABLE 12 (CONT'D)

III. HIGH SCHOOL (CONT'D)

GRADE		SUBJECTS		
		FALL QUARTER	WINTER QUARTER	SPRING QUARTER
10	Mathematics	Math Operations & Measurements Understanding Nos. Intro. to Concepts Properties & Oper. Intro. to Geometry	Consumer Math Dec. % & Measurements Rationals, Exponents & Quadratics Euclidean Geometry	Everyday Formulas Management & Everyday Problems Linear Equation and Inequalities Applied Geometry
	Science	Intro. to Biology	Plants & Animals	The Human Body
	Social Studies	Ancient Civil. Thru Med. Times Europe in Transition South Asia The Bible as History Occupational Explor. Map Reading	Europe in Transition Twentieth Century Social Roles	Twentieth Century Ancient Civil. Through Med. Times Occupational Explor.
	Agriculture	Soil and Plant Science Forestry	Livestock & Soil Science Forest Management	Ag. Elec. Shop & Meat Science Forest Management II
	Home Economics	Food Selection, Preparation & Service	Clothing Construction for the Individual	Home Improvement for Family & Child Development
	Business Education	Personal & Business Orient. Typewriting Stress Typing for Business	Prevocational Typewriting Simulated Office Typewriting & Duplication	Introduction to the Keyboard Typing for Business
	Art	Expressing w/Sculptural Materials	Expressing with Printmaking Processes	Expressing with Drawing & Painting

TABLE 12 (CONT'D)

III. HIGH SCHOOL (Cont'd)

GRADE	SUBJECTS	FALL QUARTER	WINTER QUARTER	SPRING QUARTER
10	Physical Education	Physical Education	Physical Education	Physical Education
	Driver Education	Driver Education	Driver Education	
11	Language Arts	Adv. Grammar Basic Speech Prin. of Research Intro. to Journalism	Adv. Grammar Word Skills Basic Speech Prin. of Research Intro. to Journalism World Literature	Adv. Grammar Word Skills Basic Speech Prin. of Research Intro. to Journalism World Literature
	Mathematics	Real No. System Math Analysis Metric America	Relations, Functions and Quadratics Trigonometry	Systems of Equations Probability & Statistics
	Science	Intro. to Physiology Intro. to Inorganic Chemistry Living with Ourselves Outdoor Science	Nutrition & Circulation The Chemical Families Outdoor Science	The Glands & Their Effect Organic Chemistry & Non-Metals Living with Ourselves Outdoor Science
	Social Studies	South Asia Nation Reunited State & Local Govt. The Bible as History Occupational Explor. Map Reading Patterns in Human Behavior	New Deal to Present State & Local Govt. Social Roles	US Reform Movements Nation Reunited National Government Occupational Explor.
	Agriculture	Forestry	Forest Management I	Forest Management II

TABLE 12 (CONT'D)

III. HIGH SCHOOL (Cont'd)

GRADE		SUBJECTS		
		FALL QUARTER	WINTER QUARTER	SPRING QUARTER
11	Home Economics	Housing & Home Furnishings	Family Meal Management Including the Child	Consumer Textile & Clothing for Spec. Occasion
	Family Living	Nutrition & Human Development		
	Business Education	Cash Records Personal & Business Orient. Typewriting Stress Typing for Business Clerical Office Procedures Vocational Office Training	Retail & Wholesale Records Prevocational Typewriting Simulated Office Typewriting & Duplication Filing and Employment Preparation Vocational Office Tng.	Basic Computational Mach. Introduction to the Keyboard Typing for Business Fundamental of Clerical Office Work Vocational Office Tng.
	Art	Expressing w/Sculptural Materials	Expressing with Printmaking Processes	Expressing with Drawing & Painting
	Physical Education	Physical Education	Physical Education	Physical Education
	Driver Education	Driver Education	Driver Education	
12	Language Arts	Reading Intro. to Journalism College Prep Seminar Occupational Grammar Am. Literature	Reading Intro. to Journalism World Literature Occupational Grammar Am. Literature	Reading Intro. to Journalism World Literature Occupational Grammar Eng. Literature Play Production
	Mathematics	Real No. System Math Analysis Metric America	Relations, Functions and Quadratics Trigonometry	Systems of Equations Probability & Statistics

41

TABLE 12 (CONT'D)

III. HIGH SCHOOL (Cont'd)

GRADE	SUBJECTS			
		FALL QUARTER	WINTER QUARTER	SPRING QUARTER
	Science	Intro. to Physiology Intro. to Inorganic Chemistry Living with Ourselves Outdoor Science	Nutrition & Circulation The Chemical Families Outdoor Science	The Glands & Their Effect Organic Chemistry & Non-Metals Living with Ourselves Outdoor Science
	Social Studies	South Asia The Bible as History Occupational Explor. Map Reading Patterns in Human Behavior	Social Roles	Occupational Explor.
	Agriculture	Forestry	Forest Management I	Forest Management II
	Home Economics	Child Care & Home Making	Creativity in Foods	Tailoring Techniques
	Family Living		Nutrition & Human Development	
	Business Education	Cash Records Personal & Business Orient. Typewriting Stress Typing for Bus. Clerical Office Proc. Vocational Office Tng.	Retail & Wholesale Records Prevocational Type. Simulated Office Typewriting & Duplication Filing & Employment Preparation Vocational Office Tng.	Basic Computational Mach. Intro. to the Keyboard Typing for Business Fundamental of Clerical Office Work Vocational Office Tng.
	Arts	Expressing w/Sculptural Materials	Expressing with Printmaking Processes	Expressing with Drawing & Painting
	Physical Education	Physical Education	Physical Education	Physical Education
	Driver Education	Driver Education	Driver Education	

V. CAREER EDUCATION NEEDS

V. CAREER EDUCATION NEEDS

Career and vocational education are fast becoming a major curriculum thrust in the nation's schools. The causal factors for this impetus are obvious: the expansion of technology, demand for specific skills, need for maximum efficiency and productivity, changing work values, etc.

Today, career exploration and training may be seen as a continuous developmental process in which concepts of the world of work are introduced as early as the primary school years. Early adolescence then becomes a period for broad exploration of educational and vocational opportunities. By the time students reach the second or third year of high school, they are faced with making fairly definite decisions concerning the future. Generally, by early high school, students will either plan to continue their education and training beyond high school or attempt to seek a job upon leaving school.

This section of the needs assessment will address itself to students' awareness of and interest in specific career areas. The Ohio Vocational Interest Survey (OVIS) was selected to help understand the career interests of students and to relate these interests to the world of work. It was administered to a thirty percent random sample of students in grades 8-12. The instrument is organized into 114 homogeneous areas of "worker-trait" groups or items. These items are grouped into twenty-four OVIS interest scales. The following description of the OVIS is more detailed for those who are interested in validity of instruments, as well as in its structure and statistical design.

Building an understanding of the world of work is contingent upon the availability of sound occupational information. Since the individual must

interpret what he knows about himself in terms of his understanding of jobs for which he might qualify, it is important that the world of work be described in ways that make this interpretation easy. An effective approach is to describe jobs in terms of the activities performed and the worker traits associated with these activities.

The Dictionary of Occupational Titles (DOT)[1] classifies jobs in person-related terms and specifies the activities performed and the psychological characteristics implied in these activities.

The group to which automobile service mechanics belong, for example, is part of the division of work classified as mechanical repairing, which is more broadly classified as a machine trades occupation.

In the DOT system, jobs are further described in terms of their levels of involvement with data, people, and things. Each of the levels of involvement is denoted by one of the three digits to the right of the decimal point, in this case, 381. The DOT defines nine levels of involvement, as shown in the chart below; zero is the highest rating a level can have and 8 is the lowest. According to this scheme, the work of an automobile service mechanic may have as high as a level 3 involvement with data (compiling), a level 8 involvement with people (no significant relation), and as high as a level 1 involvement with things (precision working).

---

[1] Dictionary of Occupational Titles, Third Edition, US Department of Labor, Bureau of Employment Security, Washington, D.C.; US Government Printing Office, 1965.

THE DATA, PEOPLE, THINGS LEVELS

Data (4th Digit)	People (5th Digit)	Things (6th Digit)
0. Synthesizing	0. Mentoring	0. Setting-up
1. Coordinating	1. Negotiating	1. Precision Working
2. Analyzing	2. Instructing	2. Operating-Controlling
3. Compiling	3. Supervising	3. Driving-Operating
4. Computing	4. Diverting	4. Manipulating
5. Copying	5. Persuading	5. Tending
6. Comparing	6. Speaking-Signaling	6. Feeding-Off-bearing
7. No Significant relationship	7. Serving	7. Handling
	8. No significant relationship	8. No significant relationship

The information in the DOT is based on the premise that every job involves varying degrees of interaction with data, people, and things. These varying patterns of involvement provide a basis for grouping jobs into clusters which readily lend themselves to career orientation and exploration.

When data, people, and things are considered to be the basic dimensions of work, the entire world of work can be graphically represented as a three-dimensional space or a cube. Jobs can be plotted in terms of their "data," "people," and "things" values so as to occupy identifiable positions in the cube. The DOT has classified 21,741 separate jobs according to their data-people-things involvements and has grouped them into 114 homogeneous areas of "worker-trait groups." Thus, the task of representing the world of work is simplified by plotting within the cube the 114 worker-trait groups instead of individual jobs.

When the 114 worker-trait groups are plotted in the data-people-things cube, the groups form clusters which tend to be homogeneous not only with respect to their data, people, and things values but also in terms of other worker characteristics such as interests, temperaments, aptitudes, and general educational levels. Since the homogeneous clusters represent the 114 worker-trait groups and the 21,741 jobs in the world of work, these new clusters can be used to define the entire domain of vocational interests. This conceptualization, entitled "A Cubistic Model of Vocational Interests,"[2] provides the framework for the twenty-four OVIS interest scales.

Through this Cubistic Model, the OVIS scales constitute a functional system for relating an individual's interests to broad homogeneous clusters of jobs. A student obtaining a high score on an OVIS scale has expressed a strong liking for the activities associated with the jobs making up that scale. From the profile of his OVIS interest scores, the student can be led into exploring the world of work.

Compiled responses from the OVIS Summary Reports show that there is a high interest in grades 8-12 for a non-college preparatory high school program, which is strongly evidenced by seventy-two percent of all students stating that they are interested in vocational education. Graph 4 describes the level of interest in vocational experiences by grade. It is significant to note that the level of interest is at its highest at the 8th grade and continues to decrease to the 12th grade. There is some relationship between the interest level at the upper grade and

[2]Ayrus G. D'Costa and David W. Winefordner, "A Cubistic Model of Vocational Interests," Vocational Guidance Quarterly, 17 (1969), 242-249.

TABLE 13

VOCATIONAL PROGRAM CHOICES

M = Male
F = Female

Numerals Represent Combined First and Second Choices

PLAN	8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
1. Gen. Agriculture	3		3			1			1		7	1
2. Forestry, Landscaping or Horticulture	4		2		5		1				12	0
3. Gen. Office Practice Clerical	1			2		3		5	2	6	3	16
4. Secretarial Practice Stenography		5		4		5				4	0	18
5. Business Data Processing				1	1				1	3	2	4
6. Bookkeeping	1	6				2		2		3	13	1
7. Distributive Education Sales-Retail, Wholesale	1		1					1	2		4	1
8. Food Preparation of Food Services	2			2		2					2	4
9. Practical Nursing and Child Care		3	1	3		2		2		2	1	12
10. Dental or Medical Assistant	1	1	3	2	2	2		1			6	6

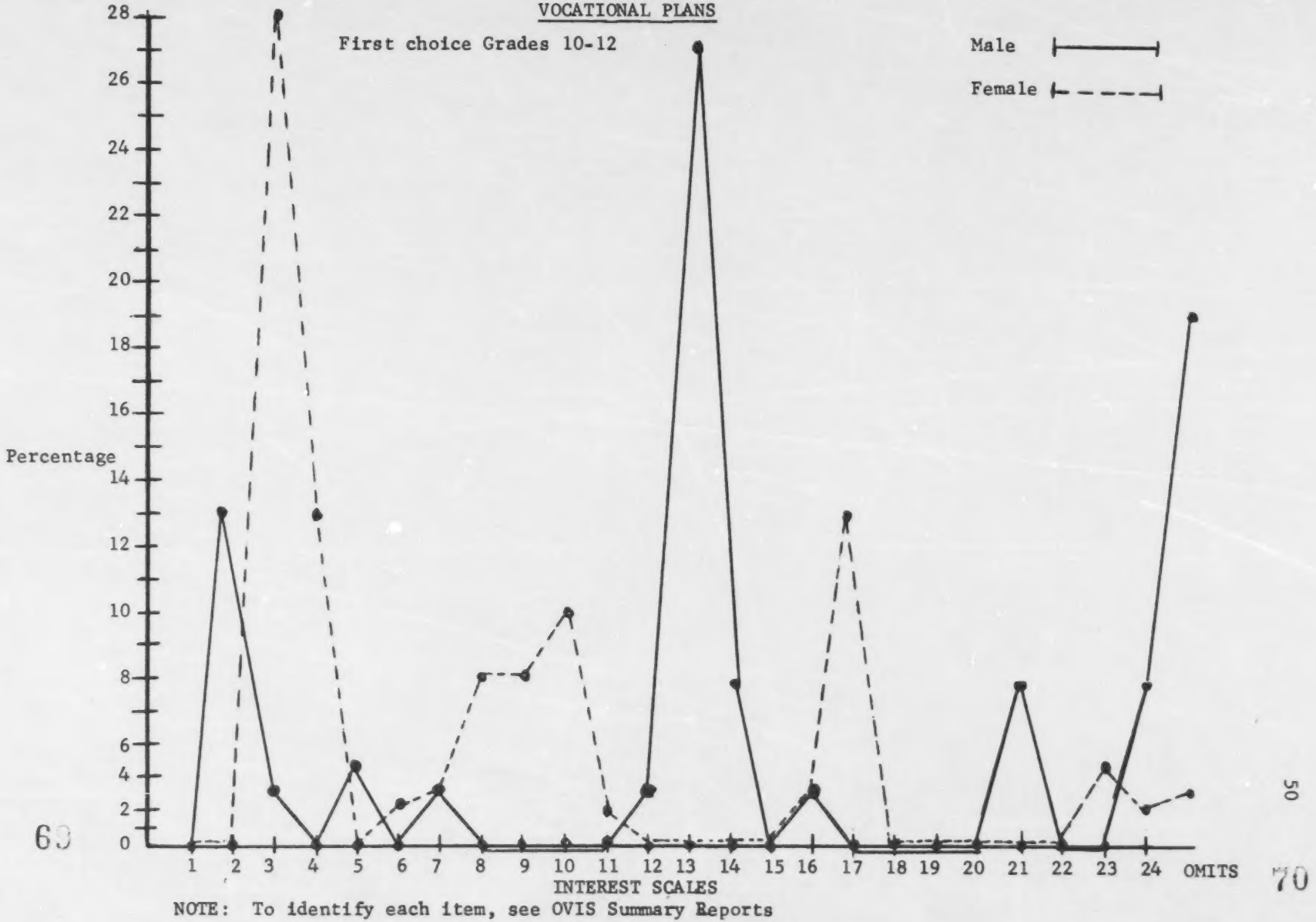
TABLE 13 (Cont'd)

PLAN	8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
11. Gen. Home Economics		3								1	0	4
12. Auto Body Repair			2				1		3		6	0
13. Mechanics (Auto, Diesel, Farm)	10	2	7		5		5		3		30	2
14. Building Trades			2		5						7	0
15. Printing							1				1	0
16. Commercial Arts	2	3	2	2			1				5	5
17. Cosmetology				1		5				1	0	7
18. Drafting									1	3	1	3
19. Machine Shop	3		3		2		1		1		10	0
20. Sheetmetal, etc.	3		1		2		2				8	0
21. Electronics	1		1		3		1		2		8	0
22. Appliance Repair											0	0
23. Tailoring, etc.		2			1	1		2		3	1	8
24. Undecided	1		2	1	2	2	3				8	3
OMITS		2		10		2	10	1	4		14	15

GRAPH 2

VOCATIONAL PLANS

First choice Grades 10-12

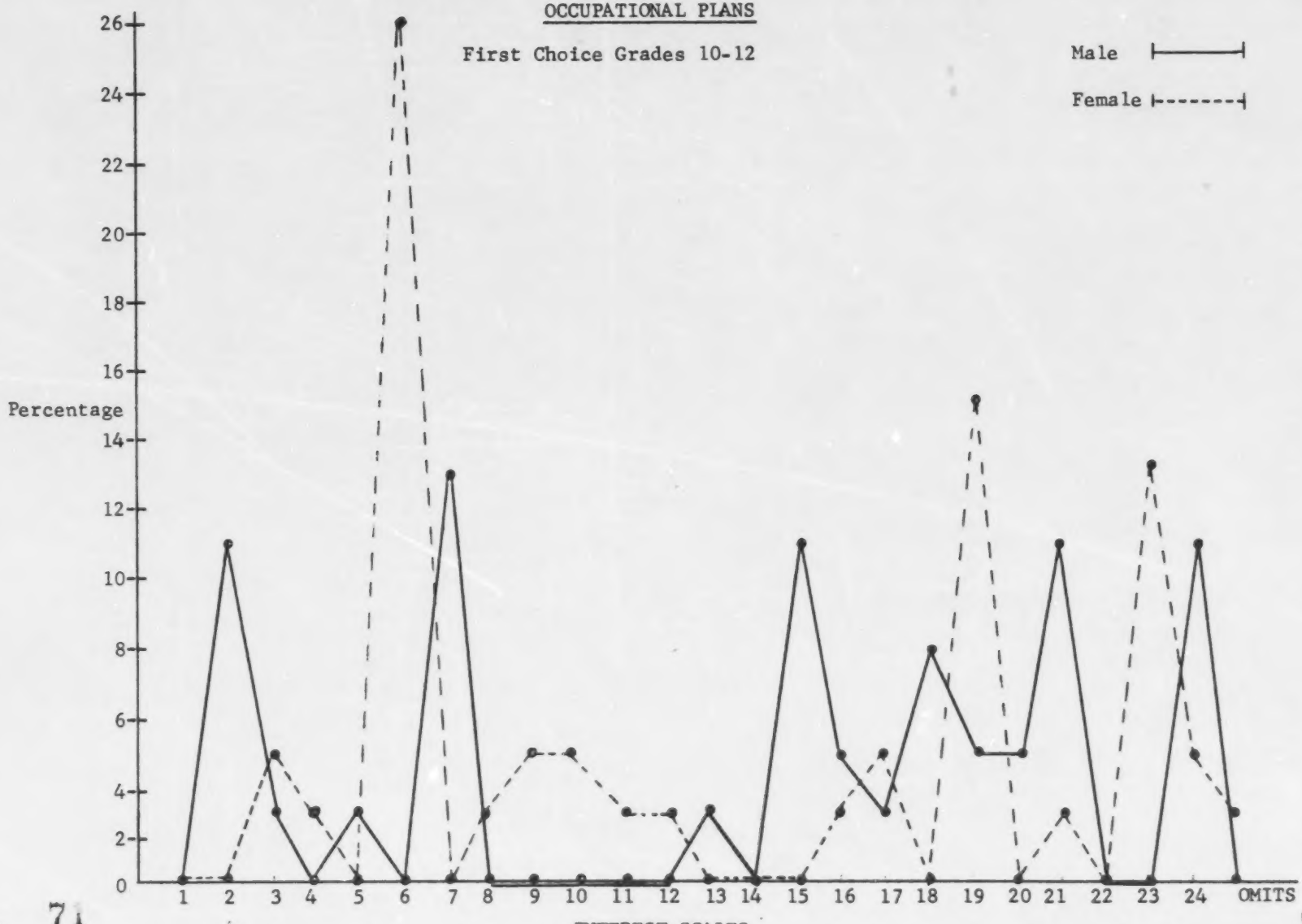


NOTE: To identify each item, see OVIS Summary Reports

GRAPH 3

OCCUPATIONAL PLANS

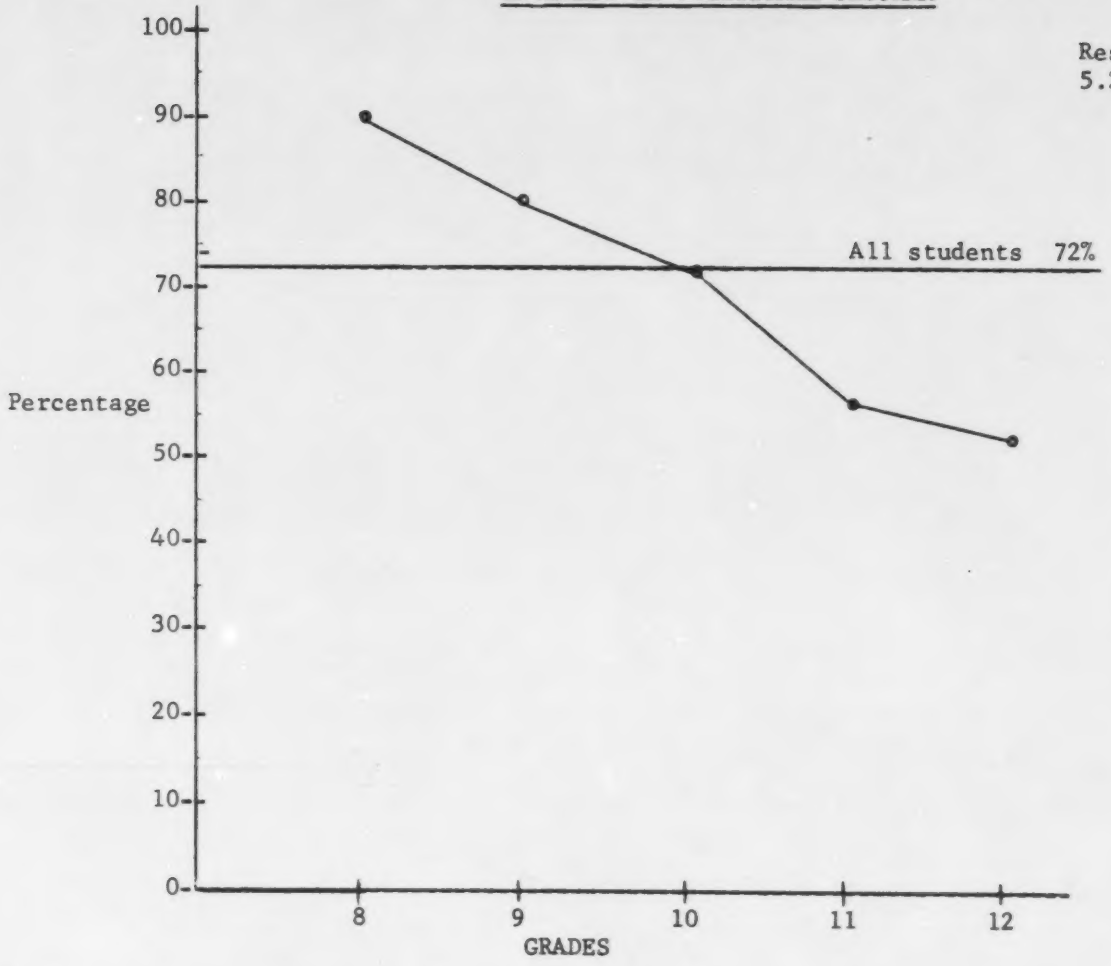
First Choice Grades 10-12



NOTE: To identify each item, see OVIS Summary Reports

GRAPH 4

INTEREST IN VOCATIONAL PROGRAM



Results taken from Item 5.2 OVIS Summary Report

TABLE 14

OCCUPATIONAL PROGRAM CHOICES

M = Male
F = Female

Numerals Represent Combined First and Second Choices

PLAN	8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
1. Manual Work			1						1		2	0
2. Machine Work	7		2		3	1	3		2		17	1
3. Personal Service	3	1	3	3		3		1	1		7	8
4. Care People-Animal	4	5	2	4		1				2	6	12
5. Clerical Work	1	2		4		9		3	2	8	8	26
6. Inspect-Testing					1						1	0
7. Crafts		2	4		6		6		4		20	2
8. Customer Service	1	5	1	2		1		5		5	2	18
9. Nursing		3	1	2				1		2	1	8
10. Skilled Personal Service			1			1		1		1	1	3
11. Training	2	1	1	3		2					3	6
12. Literary	1	1		2		1			1		2	4
13. Numerical			1						1	3	2	3
14. Appraisal											0	0
15. Agriculture	4		6	1	2		5				17	1
16. Applied Tech.	2	1	2			1	4		4		12	2

TABLE 14 (Cont'd)

PLAN	8TH GRADE		9TH GRADE		10TH GRADE		11TH GRADE		12TH GRADE		TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F
17. Promotion-Comm.	4			2	4	2					8	4
18. Management	6			1	1		3				7	1
19. Artistic		7	1	1	2	4	1	1		2	4	15
20. Sales Representative	1					1	1		1	1	3	2
21. Music	3	3	2	2	2		2	1	2		11	6
22. Entertainment	2	2	2	1	2						6	3
23. Teach - Coun.- Soc. Worker		2	1	4		2		5	1	2	2	15
24. Medical	3	1	1	2	3	1	3	2			10	6
Omits								1				1

high school dropouts. It can be generalized that students who drop out of high school usually are interested in vocational type programs since many are underachieving in the College Preparatory Program at Lanier County High School. This may account for the difference in ninety percent of 8th graders who are interested in vocational programs and fifty-two percent of the seniors who are interested.

The following chart shows a comparison between those that are either interested in preparing for college or for non-college.

High School Program	8th GR.	9th GR	10th GR	11th GR	12th GR	Average
College Preparatory*	15%	26%	4%	16%	30%	18%
Non-College Preparatory+	85%	74%	96%	84%	70%	82%

*Item 3.1 on the Summary Report
+Sum of items 3.2 - 3.5 on the Summary Report

The data show that over two thirds of the students at Lanier County High School are seeking a non-college preparatory high school program. To help verify the percentages of students wishing college preparatory courses as indicators and measures of real need, the data for grades 8-12 were further analyzed to determine if the percentages were congruent with: (1) the students' post-high school plans (Item 4), and (2) the students' specific vocational program choices (Item 6). The data show that there is, indeed, a strong degree of congruence:

Students desiring a college preparatory program	18%
Students planning to attend college	26%
Students interested in careers which require college education	25%

Students desiring a non-college preparatory program	76%
Students whose plans do not include college	74%
Students interested in vocational/technical careers	73%

It is evident from the preceding data that Lanier County students are interested in vocational experiences and that many are planning careers that require the knowledge and skills that should be provided by the school system prior to graduation from high school. Many students will need salable skills upon graduation, and they all will need the skills and knowledge that are necessary for competing with other youth for job opportunities.

The male students indicate an extremely high interest in mechanics and forestry. Twenty-seven percent of all the male students selected mechanics as their first choice and thirteen percent selected forestry (see Graph 2 and Table 15). The occupational interests of males were spread rather evenly between machine work, crafts, agriculture, music, and medical. The first three areas are high compared to the vocational interests of students, but music and medical are not (see Graph 3 and Table 14).

The female students selected as first choice for a vocational plan generally "clerical work" and health services. More specifically, twenty-eight percent selected General Office Practice, thirteen percent Secretarial Practice, eight percent Practical Nursing, and ten percent Dental or Medical Assistant. Thirteen percent of the female students did select Cosmetology as their first choice (see Graph 2 and Table 15). Many female students selected Inspect-Testing, Artistic, Teaching-Counselor-Social Worker as plans for an occupation (see graph 3 and Table 14).

It is interesting to note that differences in vocational and occupational plans among male and female students follow a very traditional pattern. That is, female students were interested in occupations traditionally reserved for women (nursing, secretarial, office practices) and showed no interest whatsoever in traditionally male occupations (manual work, mechanics, electronics, agriculture). Similarly, male students chose only male oriented occupations and showed no interest in female-oriented occupations.

Students have selected occupational and vocational areas primarily based on their knowledge about each. Since there is no career awareness program or vocational program in the early grades, one may assume that many students were not knowledgeable about all interest areas; therefore, their selectivity was limited. Choices were also influenced by their experiences at school. A large percentage of the males selected agriculture-forestry and the large percentage of the females selected clerical because they are currently participating in or have in the past participated in some experience in these areas at school. This generalization supports the idea of not only the need for a broad vocational program, but also career awareness experiences that are provided each school at all grade levels.

In summary, students both male and female need vocational skills and knowledge. Only a very small percentage of the total student population in grades 8-12 is interested in attending a university or college. The interests of the students described in the OVIS Summary Report can only be met by providing a very comprehensive education program at the middle and high schools and by placing a major emphasis on career awareness

at the elementary school. Most students will, upon graduating from high school in Lanier County, seek employment, and they must be able to compete for jobs with youth and adults graduating from other schools. A program must be offered that will not only meet their interests and needs, but will also correspond with the job market. Such a program must provide for occupational guidance to students and must seek input from the vocational-occupational section of the comments if it is to be successful.

Planning programs will be a difficult task. If program projections are based on student data, there is always the likelihood that student desires will change as individuals grow and mature. If program projects are based on demographic data, such as employment needs of the local community, the school may not be encouraging students to expand their horizons nor allowing them to fulfill their personal dreams.

VIS SUMMARY REPORT TABLE 15

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM BUILDING LANIER COUNTY HIGH GRADE 8 SEX MALE

DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Manual Work	0	0	0	0
2. Machine Work	2	9	5	23
3. Personal Service	1	5	2	9
4. Care People-Anim.	1	5	3	14
5. Clerical Work	0	0	1	5
6. Inspect-Testing	0	0	0	0
7. Crafts	0	0	0	0
8. Customer Service	0	0	1	5
9. Nursing	0	0	0	0
10. Skilled Per. Serv.	0	0	0	0
11. Training	2	9	0	0
12. Literary	1	5	0	0
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	2	9	2	9
16. Applied Tech.	1	5	1	5
17. Promotion-Comm.	3	14	1	5
18. Management	3	14	3	14
19. Artistic	0	0	0	0
20. Sales Represent.	0	0	1	5
21. Music	2	9	1	5
22. Entertainment	2	9	0	0
23. Teach-Coun.-Soc. W.	0	0	0	0
24. Medical	2	9	1	5
OMITS	0	0	0	0
TOTALS	22		22	

2. BEST LIKED SUBJECTS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Mathematics	5	23	3	14
2. English	2	9	4	18
3. Social Studies	6	27	0	0
4. Science	1	5	6	27
5. Foreign Lang.	1	5	2	9
6. Music	2	9	2	9
7. Art	5	23	5	23
OMITS	0	0	0	0
TOTALS	22		22	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	4	18
2. Business-Commercial	3	14
3. Vocational-Technical	6	27
4. General	4	18
5. Other	5	23
OMITS	0	0
TOTAL	22	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	1	5
2. Business School	1	5
3. Nursing School	0	0
4. Junior College, etc.	2	9
5. College - University	4	18
6. Military	3	14
7. Apprenticeship	1	5
8. Near	2	9
9. Undecided	8	36
OMITS	0	0
TOTAL	22	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	1	5
2. Interested	18	82
3. Not Interested	3	14
OMITS	0	0
TOTAL	22	

6. VOCATIONAL PROGRAM CHOICE

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Gen. Agriculture	3	14	0	0
2. Forestry, etc.	3	14	1	5
3. Office Practices	1	5	0	0
4. Secretarial	0	0	0	0
5. Data Processing	0	0	0	0
6. Bookkeeping	1	5	0	0
7. Distributive Ed.	1	5	0	0
8. Food Services, etc.	0	0	2	9
9. Practical Nursing	0	0	0	0
10. Dental Asst., etc.	1	5	0	0
11. Home Economics	0	0	0	0
12. Auto Body Repair	0	0	1	5
13. Mechanics	6	27	4	18
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	0	0
16. Commerical Art	0	0	2	9
17. Cosmetology	0	0	0	0
18. Drafting	0	0	0	0
19. Machine Shop	0	0	3	14
20. Sheet Metal, etc.	1	5	2	9
21. Electronics	0	0	1	5
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	0	0
24. Undecided	0	0	1	5
OMITS	5	23	5	23
TOTALS	22		22	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 9 SEX MALE
BUILDING DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	First Choice Number	%	Second Choice Number	%
1. Manual Work	0	0	1	6
2. Machine Work	2	11	0	0
3. Personal Service	2	11	1	6
4. Care People-Anim.	0	0	2	11
5. Clerical Work	0	0	0	0
6. Inspect-Testing	0	0	0	0
7. Crafts	1	6	3	17
8. Customer Service	0	0	1	6
9. Nursing	1	6	0	0
10. Skilled Per. Serv.	0	0	1	6
11. Training	1	6	0	0
12. Literary	0	0	0	0
13. Numerical	1	6	0	0
14. Appraisal	0	0	0	0
15. Agriculture	4	22	2	11
16. Applied Tech.	0	0	2	11
17. Promotion-Comm.	0	0	0	0
18. Management	0	0	0	0
19. Artistic	0	0	1	6
20. Sales Represent.	0	0	0	0
21. Music	2	11	0	0
22. Entertainment	0	0	2	11
23. Teach-Coun.-Soc. W.	0	0	1	6
24. Medical	4	22	1	6
OMITS	0	0	0	0
TOTALS	18		18	

2. BEST LIKED SUBJECTS

	First Choice Number	%	Second Choice Number	%
1. Mathematics	4	22	3	17
2. English	1	6	1	6
3. Social Studies	0	0	4	22
4. Science	6	33	5	28
5. Foreign Lang.	1	6	1	6
6. Music	1	6	1	6
7. Art	5	28	3	17
OMITS	0	0	0	0
TOTALS	18		18	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	5	28
2. Business-Commercial	2	11
3. Vocational-Technical	3	17
4. General	6	33
5. Other	2	11
OMITS	0	0
TOTAL	18	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	4	22
2. Business School	1	6
3. Nursing School	0	0
4. Junior College, etc.	3	17
5. College - University	1	6
6. Military	4	22
7. Apprenticeship	0	0
8. None	1	6
9. Undecided	4	22
OMITS	0	0
TOTAL	18	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	0	0
2. Interested	15	83
3. Not Interested	3	17
OMITS	0	0
TOTAL	18	

6. VOCATIONAL PROGRAM CHOICE

	First Choice Number	%	Second Choice Number	%
1. Gen. Agriculture	2	11	1	6
2. Forestry, etc.	0	0	2	11
3. Office Practices	0	0	0	0
4. Secretarial	0	0	0	0
5. Data Processing	0	0	0	0
6. Bookkeeping	0	0	0	0
7. Distributive Ed.	0	0	1	6
8. Food Services, etc.	0	0	0	0
9. Practical Nursing	0	0	1	6
10. Dental Asst., etc.	2	11	1	6
11. Home Economics	0	0	0	0
12. Auto Body Repair	1	6	1	6
13. Mechanics	5	28	2	11
14. Building Trades	1	6	1	6
15. Printing, etc.	0	0	0	0
16. Commercial Art	2	11	0	0
17. Cosmetology	0	0	0	0
18. Drafting	0	0	0	0
19. Machine Shop	1	6	2	11
20. Sheet Metal, etc.	1	6	0	0
21. Electronics	0	0	1	6
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	0	0
24. Undecided	0	0	2	11
OMITS	3	17	3	17
TOTALS	18		18	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 8 SEX FEMALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	First Choice Number	%	Second Choice Number	%
1. Manual Work	0	0	0	0
2. Machine Work	0	0	0	0
3. Personal Service	0	0	1	6
4. Care People-Anim.	3	17	2	11
5. Clerical Work	0	0	2	11
6. Inspect-Testing	0	0	0	0
7. Crafts	1	6	1	6
8. Customer Service	1	6	4	22
9. Nursing	3	17	0	0
10. Skilled Per. Serv.	0	0	0	0
11. Training	0	0	1	6
12. Literary	0	0	1	6
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	0	0	0	0
16. Applied Tech.	0	0	1	6
17. Promotion-Comm.	0	0	0	0
18. Management	0	0	0	0
19. Artistic	6	33	1	6
20. Sales Represent.	0	0	0	0
21. Music	2	11	1	6
22. Entertainment	1	6	1	6
23. Teach-Coun.-Soc. W.	0	0	2	11
24. Medical	1	6	0	0
OMITS	0	0	0	0
TOTALS	18		18	

2. BEST LIKED SUBJECTS

	First Choice Number	%	Second Choice Number	%
1. Mathematics	3	17	1	6
2. English	4	22	6	33
3. Social Studies	1	6	0	0
4. Science	1	6	0	0
5. Foreign Lang.	1	6	2	11
6. Music	2	11	3	17
7. Art	6	33	6	33
OMITS	0	0	0	0
TOTALS	18		18	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	2	11
2. Business-Commercial	4	22
3. Vocational-Technical	2	11
4. General	8	44
5. Other	2	11
OMITS	0	0
TOTAL	18	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	0	0
2. Business School	0	0
3. Nursing School	1	6
4. Junior College, etc.	1	6
5. College - University	6	33
6. Military	3	17
7. Apprenticeship	0	0
8. None	1	6
9. Undecided	6	33
OMITS	0	0
TOTAL	18	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	0	0
2. Interested	18	100
3. Not Interested	0	0
OMITS	0	0
TOTAL	18	

6. VOCATIONAL PROGRAM CHOICE

	First Choice Number	%	Second Choice Number	%
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	0	0	0	0
3. Office Practices	0	0	0	0
4. Secretarial	4	22	1	6
5. Data Processing	0	0	0	0
6. Bookkeeping	4	22	2	11
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	0	0	4	22
9. Practical Nursing	2	11	1	6
10. Dental Asst., etc.	1	6	0	0
11. Home Economics	2	11	1	6
12. Auto Body Repair	0	0	0	0
13. Mechanics	1	6	1	6
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	1	6
16. Commerical Art	1	6	2	11
17. Cosmetology	0	0	4	22
18. Drafting	0	0	0	0
19. Machine Shop	0	0	0	0
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	0	0	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	2	11	0	0
24. Undecided	0	0	0	0
OMITS	1	6	1	6
TOTALS	18		18	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 9 SEX FEMALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	First Choice Number	First Choice %	Second Choice Number	Second Choice %
1. Manual Work	0	0	0	0
2. Machine Work	0	0	0	0
3. Personal Service	1	6	2	12
4. Care People-Anim.	3	18	1	6
5. Clerical Work	1	6	3	18
6. Inspect-Testing	0	0	0	0
7. Crafts	0	0	0	0
8. Customer Service	0	0	2	12
9. Nursing	0	0	2	12
10. Skilled Per. Serv.	0	0	0	0
11. Training	0	0	3	18
12. Literary	1	6	1	6
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	1	6	0	0
16. Applied Tech.	0	0	0	0
17. Promotion-Comm.	2	12	0	0
18. Management	1	6	0	0
19. Artistic	1	6	0	0
20. Sales Represent.	0	0	0	0
21. Music	1	6	1	6
22. Entertainment	1	6	0	0
23. Teach-Coun.-Soc. W.	3	18	1	6
24. Medical	1	6	1	6
OMITS	0	0	0	0
TOTALS	17		17	

2. BEST LIKED SUBJECTS

	First Choice Number	First Choice %	Second Choice Number	Second Choice %
1. Mathematics	2	12	3	18
2. English	6	35	2	12
3. Social Studies	3	18	4	24
4. Science	1	6	1	6
5. Foreign Lang.	0	0	2	12
6. Music	1	6	1	6
7. Art	4	24	4	24
OMITS	0	0	0	0
TOTALS	17		17	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	4	24
2. Business-Commercial	2	12
3. Vocational-Technical	3	18
4. General	5	29
5. Other	3	18
OMITS	0	0
TOTAL	17	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	1	6
2. Business School	2	12
3. Nursing School	1	6
4. Junior College, etc.	1	6
5. College - University	4	24
6. Military	1	6
7. Apprenticeship	1	6
8. None	0	0
9. Undecided	6	35
OMITS	0	0
TOTAL	17	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	0	0
2. Interested	13	76
2. Not Interested	4	24
OMITS	0	0
TOTAL	17	

6. VOCATIONAL PROGRAM CHOICE

	First Choice Number	First Choice %	Second Choice Number	Second Choice %
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	0	0	0	0
3. Office Practices	2	12	0	0
4. Secretarial	3	18	1	6
5. Data Processing	1	6	0	0
6. Bookkeeping	0	0	4	24
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	1	6	1	6
9. Practical Nursing	1	6	2	12
10. Dental Asst., etc.	1	6	1	6
11. Home Economics	0	0	0	0
12. Auto Body Repair	0	0	0	0
13. Mechanics	0	0	0	0
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	1	6
16. Commerical Art	1	6	1	6
17. Cosmetology	1	6	0	0
18. Drafting	0	0	0	0
19. Machine Shop	0	0	0	0
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	0	0	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	1	6
24. Undecided	1	6	0	0
OMITS	5	29	5	29
TOTALS	17		17	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

1 2 3 4 5 6 7 8 9 10 11 12 0 1 2 3 4

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 12 SEX FEMALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	First Choice Number	%	Second Choice Number	%
1. Manual Work	0	0	0	0
2. Machine Work	0	0	0	0
3. Personal Service	0	0	0	0
4. Care People-Anim.	0	0	2	15
5. Clerical Work	5	38	3	23
6. Inspect-Testing	0	0	0	0
7. Crafts	0	0	0	0
8. Customer Service	1	8	4	31
9. Nursing	2	15	0	0
10. Skilled Per. Serv.	0	0	1	8
11. Training	0	0	0	0
12. Literary	0	0	0	0
13. Numerical	0	0	3	23
14. Appraisal	0	0	0	0
15. Agriculture	0	0	0	0
16. Applied Tech.	0	0	0	0
17. Promotion-Comm.	0	0	0	0
18. Management	0	0	0	0
19. Artistic	2	15	0	0
20. Sales Represent.	1	8	0	0
21. Music	0	0	0	0
22. Entertainment	0	0	0	0
23. Teach-Coun.-Soc. W.	2	15	0	0
24. Medical	0	0	0	0
OMITS	0	0	0	0
TOTALS	13		13	

2. BEST LIKED SUBJECTS

	First Choice Number	%	Second Choice Number	%
1. Mathematics	4	31	2	15
2. English	5	38	3	23
3. Social Studies	1	8	1	8
4. Science	0	0	2	15
5. Foreign Lang.	0	0	1	8
6. Music	1	8	0	0
7. Art	2	15	4	31
OMITS	0	0	0	0
TOTALS	13		13	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	1	8
2. Business-Commercial	2	15
3. Vocational-Technical	6	46
4. General	3	23
5. Other	1	8
OMITS	0	0
TOTAL	13	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	4	31
2. Business School	1	8
3. Nursing School	1	8
4. Junior College, etc.	1	8
5. College - University	0	0
6. Military	0	0
7. Apprenticeship	1	8
8. None	2	15
9. Undecided	3	23
OMITS	0	0
TOTAL	13	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	5	38
2. Interested	8	62
3. Not Interested	0	0
OMITS	0	0
TOTAL	13	

6. VOCATIONAL PROGRAM CHOICE

	First Choice Number	%	Second Choice Number	%
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	0	0	0	0
3. Office Practices	5	38	1	8
4. Secretarial	2	15	2	15
5. Data Processing	0	0	3	23
6. Bookkeeping	0	0	3	23
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	0	0	0	0
9. Practical Nursing	2	15	0	0
10. Dental Asst., etc.	0	0	0	0
11. Home Economics	0	0	1	8
12. Auto Body Repair	0	0	0	0
13. Mechanics	0	0	0	0
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	0	0
16. Commerical Art	1	8	0	0
17. Cosmetology	2	15	1	8
18. Drafting	0	0	0	0
19. Machine Shop	0	0	0	0
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	0	0	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	1	8	2	15
24. Undecided	0	0	0	0
OMITS	0	0	0	0
TOTALS	13		13	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 12 SEX MALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Manual Work	0	0	1	10
2. Machine Work	1	10	1	10
3. Personal Service	1	10	0	0
4. Care People-Anim.	0	0	0	0
5. Clerical Work	1	10	1	10
6. Inspect-Testing	0	0	0	0
7. Crafts	1	10	3	30
8. Customer Service	0	0	0	0
9. Nursing	0	0	0	0
10. Skilled Per. Serv.	0	0	0	0
11. Training	0	0	0	0
12. Literary	0	0	1	10
13. Numerical	1	10	0	0
14. Appraisal	0	0	0	0
15. Agriculture	0	0	0	0
16. Applied Tech.	2	20	2	20
17. Promotion-Comm.	0	0	0	0
18. Management	0	0	0	0
19. Artistic	0	0	0	0
20. Sales Represent.	1	10	0	0
21. Music	2	20	0	0
22. Entertainment	0	0	0	0
23. Teach-Coun.-Soc. W.	0	0	1	10
24. Medical	0	0	0	0
OMITS	0	0	0	0
TOTALS	10		10	

2. BEST LIKED SUBJECTS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Mathematics	1	10	2	20
2. English	3	30	2	20
3. Social Studies	3	30	1	10
4. Science	1	10	4	40
5. Foreign Lang.	0	0	0	0
6. Music	1	10	0	0
7. Art	1	10	1	10
OMITS	0	0	0	0
TOTALS	10		10	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	6	60
2. Business-Commercial	0	0
3. Vocational-Technical	0	0
4. General	4	40
5. Other	0	0
OMITS	0	0
TOTAL	10	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	1	10
2. Business School	0	0
3. Nursing School	0	0
4. Junior College, etc.	1	10
5. College - University	3	30
6. Military	1	10
7. Apprenticeship	1	10
8. None	0	0
9. Undecided	3	30
OMITS	0	0
TOTAL	10	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	4	40
2. Interested	4	40
3. Not Interested	2	20
OMITS	0	0
TOTAL	10	

6. VOCATIONAL PROGRAM CHOICE

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Gen. Agriculture	0	0	1	10
2. Forestry, etc.	0	0	0	0
3. Office Practices	1	10	1	10
4. Secretarial	0	0	0	0
5. Data Processing	1	10	0	0
6. Bookkeeping	0	0	0	0
7. Distributive Ed.	1	10	1	10
8. Food Services, etc.	0	0	0	0
9. Practical Nursing	0	0	0	0
10. Dental Asst., etc.	0	0	0	0
11. Home Economics	0	0	0	0
12. Auto Body Repair	1	10	2	20
13. Mechanics	2	20	1	10
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	0	0
16. Commerical Art	0	0	0	0
17. Cosmetology	0	0	0	0
18. Drafting	0	0	1	10
19. Machine Shop	0	0	1	10
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	2	20	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	0	0
24. Undecided	0	0	0	0
OMITS	2	20	2	20
TOTALS	10		10	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 11 SEX FEMALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Manual Work	0	0	0	0
2. Machine Work	0	0	0	0
3. Personal Service	0	0	1	9
4. Care People-Anim.	0	0	0	0
5. Clerical Work	2	18	1	9
6. Inspect-Testing	0	0	0	0
7. Crafts	0	0	0	0
8. Customer Service	0	0	5	45
9. Nursing	0	0	1	9
10. Skilled Per. Serv.	1	9	0	0
11. Training	0	0	0	0
12. Literary	0	0	0	0
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	0	0	0	0
16. Applied Tech.	0	0	0	0
17. Promotion-Comm.	0	0	0	0
18. Management	0	0	0	0
19. Artistic	1	9	0	0
20. Sales Represent.	0	0	0	0
21. Music	1	9	0	0
22. Entertainment	0	0	0	0
23. Teach-Coun.-Soc. W.	3	27	2	18
24. Medical	2	18	0	0
OMITS	1	9	1	9
TOTALS	11		11	

2. BEST LIKED SUBJECTS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Mathematics	2	18	1	9
2. English	5	45	2	18
3. Social Studies	1	9	3	27
4. Science	2	18	1	9
5. Foreign Lang.	0	0	0	0
6. Music	1	9	2	18
7. Art	0	0	1	9
OMITS	0	0	1	9
TOTALS	11		11	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	2	18
2. Business-Commercial	1	9
3. Vocational-Technical	4	36
4. General	3	27
5. Other	1	9
OMITS	0	0
TOTAL	11	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	1	9
2. Business School	0	0
3. Nursing School	0	0
4. Junior College, etc.	1	9
5. College - University	3	27
6. Military	4	36
7. Apprenticeship	0	0
8. None	0	0
9. Undecided	2	18
OMITS	0	0
TOTAL	11	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	6	55
2. Interested	5	45
3. Not Interested	0	0
OMITS	0	0
TOTAL	11	

6. VOCATIONAL PROGRAM CHOICE

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	0	0	0	0
3. Office Practices	5	45	0	0
4. Secretarial	0	0	3	27
5. Data Processing	0	0	0	0
6. Bookkeeping	1	9	1	9
7. Distributive Ed.	1	9	0	0
8. Food Services, etc.	1	9	1	9
9. Practical Nursing	0	0	2	18
10. Dental Asst., etc.	2	18	0	0
11. Home Economics	1	9	0	0
12. Auto Body Repair	0	0	1	9
13. Mechanics	0	0	0	0
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	0	0
16. Commerical Art	0	0	0	0
17. Cosmetology	0	0	0	0
18. Drafting	0	0	0	0
19. Machine Shop	0	0	0	0
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	0	0	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	2	18
24. Undecided	0	0	1	9
OMITS	0	0	0	0
TOTALS	11		11	

1 2 3 4 5 6 7 8 9 10 11 12 A B C D E

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

OVIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 11 SEX MALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Manual Work	0	0	0	0
2. Machine Work	0	0	3	21
3. Personal Service	0	0	0	0
4. Care People-Anim.	0	0	0	0
5. Clerical Work	0	0	0	0
6. Inspect-Testing	0	0	0	0
7. Crafts	2	14	4	29
8. Customer Service	0	0	0	0
9. Nursing	0	0	0	0
10. Skilled Per. Serv.	0	0	0	0
11. Training	0	0	0	0
12. Literary	0	0	0	0
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	4	29	1	7
16. Applied Tech.	3	21	1	7
17. Promotion-Comm.	0	0	0	0
18. Management	2	14	1	7
19. Artistic	1	7	0	0
20. Sales Represent.	1	7	0	0
21. Music	0	0	2	14
22. Entertainment	0	0	0	0
23. Teach-Coun.-Soc. W.	0	0	0	0
24. Medical	1	7	2	14
OMITS	0	0	0	0
TOTALS	14		14	

2. BEST LIKED SUBJECTS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Mathematics	3	21	2	14
2. English	1	7	3	21
3. Social Studies	3	21	2	14
4. Science	4	29	2	14
5. Foreign Lang.	0	0	0	0
6. Music	0	0	2	14
7. Art	3	21	3	21
OMITS	0	0	0	0
TOTALS	14		14	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	2	14
2. Business-Commercial	2	14
3. Vocational-Technical	6	43
4. General	3	21
5. Other	1	7
OMITS	0	0
TOTAL	14	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	3	21
2. Business School	1	7
3. Nursing School	0	0
4. Junior College, etc.	1	7
5. College - University	3	21
6. Military	1	7
7. Apprenticeship	2	14
8. None	1	7
9. Undecided	2	14
OMITS	0	0
TOTAL	14	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	5	36
2. Interested	9	64
3. Not Interested	0	0
OMITS	0	0
TOTAL	14	

6. VOCATIONAL PROGRAM CHOICE

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	4	29	1	7
3. Office Practices	0	0	0	0
4. Secretarial	0	0	0	0
5. Data Processing	1	7	0	0
6. Bookkeeping	0	0	0	0
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	0	0	0	0
9. Practical Nursing	0	0	0	0
10. Dental Asst., etc.	0	0	2	14
11. Home Economics	0	0	0	0
12. Auto Body Repair	0	0	0	0
13. Mechanics	3	21	2	14
14. Building Trades	3	21	2	14
15. Printing, etc.	0	0	0	0
16. Commerical Art	0	0	0	0
17. Cosmetology	0	0	0	0
18. Drafting	0	0	0	0
19. Machine Shop	0	0	2	14
20. Sheet Metal, etc.	0	0	2	14
21. Electronics	1	7	2	14
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	1	7
24. Undecided	2	14	0	0
OMITS	0	0	0	0
TOTALS	14		14	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 10 SEX FEMALE
BUILDING LANIER DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	First Choice Number	%	Second Choice Number	%
1. Manual Work	0	0	0	0
2. Machine Work	0	0	1	7
3. Personal Service	2	13	1	7
4. Care People-Anim.	1	7	0	0
5. Clerical Work	3	20	6	40
6. Inspect-Testing	0	0	0	0
7. Crafts	0	0	0	0
8. Customer Service	0	0	1	7
9. Nursing	0	0	0	0
10. Skilled Per. Serv.	1	7	0	0
11. Training	1	7	1	7
12. Literary	1	7	0	0
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	0	0	0	0
16. Applied Tech.	1	7	0	0
17. Promotion-Comm.	2	13	0	0
18. Management	0	0	0	0
19. Artistic	3	20	1	7
20. Sales Represent.	0	0	1	7
21. Music	0	0	0	0
22. Entertainment	0	0	0	0
23. Teach-Coun.-Soc. W.	0	0	2	13
24. Medical	0	0	1	7
OMITS	0	0	0	0
TOTALS	15		15	

2. BEST LIKED SUBJECTS

	First Choice Number	%	Second Choice Number	%
1. Mathematics	2	13	1	7
2. English	2	13	3	20
3. Social Studies	0	0	1	7
4. Science	4	27	1	7
5. Foreign Lang.	1	7	3	20
6. Music	2	13	1	7
7. Art	4	27	4	27
OMITS	0	0	1	7
TOTALS	15		15	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	0	0
2. Business-Commercial	3	20
3. Vocational-Technical	5	33
4. General	6	40
5. Other	1	7
OMITS	0	0
TOTAL	15	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	4	27
2. Business School	0	0
3. Nursing School	0	0
4. Junior College, etc.	4	27
5. College - University	1	7
6. Military	1	7
7. Apprenticeship	1	7
8. None	0	0
9. Undecided	4	27
OMITS	0	0
TOTAL	15	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	1	7
2. Interested	13	87
3. Not Interested	1	7
OMITS	0	0
TOTAL	15	

6. VOCATIONAL PROGRAM CHOICE

	First Choice Number	%	Second Choice Number	%
1. Gen. Agriculture	0	0	1	7
2. Forestry, etc.	0	0	0	0
3. Office Practices	1	7	2	13
4. Secretarial	3	20	2	13
5. Data Processing	0	0	0	0
6. Bookkeeping	0	0	2	13
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	2	13	0	0
9. Practical Nursing	1	7	1	7
10. Dental Asst., etc.	2	13	0	0
11. Home Economics	0	0	0	0
12. Auto Body Repair	0	0	0	0
13. Mechanics	0	0	0	0
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	0	0
16. Commerical Art	0	0	3	20
17. Cosmetology	3	20	2	13
18. Drafting	0	0	0	0
19. Machine Shop	0	0	0	0
20. Sheet Metal, etc.	0	0	0	0
21. Electronics	0	0	0	0
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	1	7	0	0
24. Undecided	1	7	1	7
OMITS	1	7	1	7
TOTALS	15		15	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

2 3 4 5 6 7 8 9 10 11 12 B C D E

VIS SUMMARY REPORT TABLE 15 (Cont'd)

STUDENT INFORMATION QUESTIONNAIRE

SCHOOL SYSTEM LANIER COUNTY HIGH GRADE 10 SEX MALE
BUILDING DECEMBER 19, 1974

1. OCCUPATIONAL PLANS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Manual Work	0	0	0	0
2. Machine Work	3	23	0	0
3. Personal Service	0	0	0	0
4. Care People-Anim.	0	0	0	0
5. Clerical Work	0	0	0	0
6. Inspect-Testing	0	0	1	8
7. Crafts	2	15	4	31
8. Customer Service	0	0	0	0
9. Nursing	0	0	0	0
10. Skilled Per. Serv.	0	0	0	0
11. Training	0	0	0	0
12. Literary	0	0	0	0
13. Numerical	0	0	0	0
14. Appraisal	0	0	0	0
15. Agriculture	0	0	2	15
16. Applied Tech.	0	0	0	0
17. Promotion-Comm.	1	8	3	23
18. Management	1	8	0	0
19. Artistic	1	8	1	8
20. Sales Represent.	0	0	0	0
21. Music	2	15	0	0
22. Entertainment	0	0	2	15
23. Teach-Coun.-Soc. W.	0	0	0	0
24. Medical	3	23	0	0
OMITS	0	0	0	0
TOTALS	13		13	

2. BEST LIKED SUBJECTS

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Mathematics	5	38	2	15
2. English	0	0	1	8
3. Social Studies	1	8	2	15
4. Science	3	23	5	38
5. Foreign Lang.	0	0	1	8
6. Music	1	8	1	8
7. Art	3	23	1	8
OMITS	0	0	0	0
TOTALS	13		13	

3. HIGH SCHOOL PROGRAM

	Number	%
1. College Preparatory	1	8
2. Business-Commercial	1	8
3. Vocational-Technical	4	31
4. General	4	31
5. Other	3	23
OMITS	0	0
TOTAL	13	

4. POST-HIGH SCHOOL PLANS

	Number	%
1. Voc.-Tech. School	1	8
2. Business School	0	0
3. Nursing School	0	0
4. Junior College, etc.	0	0
5. College - University	4	31
6. Military	2	15
7. Apprenticeship	0	0
8. None	4	31
9. Undecided	2	15
OMITS	0	0
TOTAL	13	

5. INTEREST IN VOCATIONAL PROGRAM

	Number	%
1. Already Enrolled	1	8
2. Interested	7	54
3. Not Interested	5	38
OMITS	0	0
TOTAL	13	

6. VOCATIONAL PROGRAM CHOICE

	FIRST CHOICE Number	%	SECOND CHOICE Number	%
1. Gen. Agriculture	0	0	0	0
2. Forestry, etc.	1	8	0	0
3. Office Practices	0	0	0	0
4. Secretarial	0	0	0	0
5. Data Processing	0	0	0	0
6. Bookkeeping	0	0	0	0
7. Distributive Ed.	0	0	0	0
8. Food Services, etc.	0	0	0	0
9. Practical Nursing	0	0	0	0
10. Dental Asst., etc.	0	0	0	0
11. Home Economics	0	0	0	0
12. Auto Body Repair	0	0	1	8
13. Mechanics	5	38	0	0
14. Building Trades	0	0	0	0
15. Printing, etc.	0	0	1	8
16. Commerical Art	1	8	0	0
17. Cosmetology	0	0	0	0
18. Drafting	0	0	0	0
19. Machine Shop	0	0	1	8
20. Sheet Metal, etc.	0	0	2	15
21. Electronics	0	0	1	8
22. Appliance Repair	0	0	0	0
23. Tailoring, etc.	0	0	0	0
24. Undecided	1	8	2	15
OMITS	5	38	5	38
TOTALS	13		13	

Copyright © 1969 by Harcourt, Brace & World, Inc. All rights reserved. Printed in U.S.A.

VI. TEACHING STRATEGIES

VI. TEACHING STRATEGIES

The Lanier County Schools believe very emphatically that an education program should focus on the needs, interests, and abilities of each student. In short, the student is the most important element in the teaching-learning process. With this concept in mind, the focusing question for this section of the needs assessment must be: To what degree is the existing instructional program student-centered? It is the opinion of the consultant that an education program can best be defined and assessed by identifying the behaviors that occur in the classroom from both teacher and student. It is very difficult to collect such data in a way that is manageable and valid. The two most prevalent techniques for collecting data on teaching strategies in the classroom are by observing and by administering perceptional data instruments. The observation technique consists of an impartial observer visiting the classroom three to four times to observe the behavior and to record the results on a form such as the Kunkel-McElhinney In-Classroom Observation Form. The perceptional data technique, commonly referred to as an opinionnaire, requires the administration of instrument(s) to teachers and in some cases to students. This technique is based on the belief that people behave in terms of personal meanings which exist for them at the moment. These meanings, as perceived by the individual, are just as important to him as so-called objective facts. Behavior is based on perception because we behave and react to that which we believe to be real. A personal perception may or may not be supported by facts, but perceptions serve as facts to each of us.

The perceptional data technique was selected for the needs assessment in Lanier County schools over the observation technique because it is

more easily managed and less time consuming. Even more important, it provides each teacher in the system an opportunity to participate, whereas only a random sample of teachers would have been included in the Observation Technique.

The Sims-Nallia Inventory of Instructional Strategies was the instrument used to collect data for this section of the needs assessment. It is an experimental instrument comprised of 65 items (strategies) and divided into 13 categories. The Sims-Nallia is designed to measure the degree to which teachers perceive themselves actually utilizing certain teaching strategies. The items are stated so that the respondent must react to questions reflecting both the desired and the undesired strategies. The "ideal" strategies are those that suit a student-centered individualized program. Respondents are asked to indicate anonymously if they never, sometimes, frequently, or always actually utilize a certain teaching strategy. The desired response on the scale depends on the content of the item, that is, the desired response may be "always" for one item while "never" is appropriate for another.

The data from the Sims-Nallia will be analyzed by categories (subtests) and presented in percent of responses per item. The percent of responses represent the total responses from all teachers in the system.

NEEDS ASSESSMENT

The assessment of student needs in the classrooms in Lanier County consists primarily of identifying their academic needs by the use of achievement data. Most teachers do not attempt to identify the affective needs of students (their self-esteem, their values, their attitudes) by administering instruments or recording observation data. It is evident

from the responses below that most teachers do not collect or utilize information about each student, except the information which is available from the achievement tests and the permanent records.

There is a need for teachers in Lanier County to identify the needs, interests, and abilities of each student if the program of instruction is to be individualized.

NOTE: The MOST desired responses are included with a heavily-lined circle.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
1. Gather information about each student not included in the permanent records.	6%	44%	34%	(16%)
4. Identify and record needs, characteristics and interests of each student	10%	46%	28%	(16%)
32. Administer self-esteem and attitude instruments to each student	38%	40%	22%	(0)
64. Use achievement data only for identifying student needs	(14%)	39%	29%	18%

INSTRUCTIONAL MATERIALS

The textbook is the major source of information for students in the Lanier County Schools, and it is used by most teachers as the key instructional tool rather than as a resource material. Sixty-six percent of the teachers stated that they never or only sometimes use the textbook as a resource book. The teachers perceive that they use a variety of instructional materials, but such materials are not individualized. Seventy-two percent stated that they frequently or always use a variety of instructional

materials, while sixty-four percent stated that they never or only sometime use individualized programmed instructive materials. These responses seem to indicate that a variety of materials are available to the teacher, but they are used in a large group setting with every student in the class receiving the same assignment and participating in the same activity.

Teachers need to utilize a variety of instructional materials that will support an individualized-continuous progress program and to plan activities so that the textbook becomes a resource to the learner rather than controlling the teaching hours.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
3. Provide activities that depend on textbooks	18%	(44%)	32%	6%
47. Use textbook as a resource book only.	24%	42%	26%	(2%)
52. Use a variety of instructional materials	0	26%	42%	(32%)
58. Use individualized programmed instructional materials	29%	35%	28%	(8%)

DECISION-MAKING

Most teachers in Lanier County perceive that they are rather democratic with their students, yet teachers are reluctant to give students opportunities to make decisions about major activities that affect them. Forty percent of the teachers stated that they involve students in selecting topics for discussion while seventy-eight percent stated that they never or only sometime give students the freedom to select from content within courses offered. Eighty-two percent of the teachers said that they never or only sometimes give students the opportunity to recommend

new courses. It is evident from the responses below that many teachers in Lanier County make most of the decisions for the students and that they provide very few opportunities for students to be independent learners.

Clearly, there is a need for teachers to provide more opportunities for students to be involved in making decisions about their own learning. In addition, there is a need for students to be independent and responsible for their own behavior, which can only occur if teachers truly utilize a democratic process.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
8. Involve students in selecting topic for discussion.	6%	54%	(38%)	2%
9. Assign activities and tasks without student involvement.	(16%)	66%	18%	0
26. Give students an opportunity to select learning activities	4%	46%	(44%)	6%
31. Give students the freedom to to select from content within courses offered.	24%	54%	18%	(4%)
39. Allow the class to make decisions about classroom activities	4%	56%	38%	(2%)
49. Permit students to discuss topics that are of interest to them.	4%	29%	(51%)	16%
56. Model the democratic process in the classroom.	2%	30%	54%	(14%)
61. Give students the opportunity to recommend new courses.	34%	48%	16%	(2%)

CONTINUOUS PROGRESS

The program of instruction in Lanier County does not generally accommodate students working at their own rates nor does it provide for the continuous progress of students, regardless of grade, age, or ability. Students are assigned to the respective schools by grade with no vertical or horizontal assignments. All students are expected by most teachers to complete the same materials by the end of the course. Only twenty percent of the teachers said that they always allow students to proceed at their own rates throughout the year.

There is a need for the instructional program to be organized so that students can work at their own rates regardless of their levels of achievement or ability.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
18. Provide for the progress of quicker students in the regular classroom.	6%	28%	52%	(14%)
19. Retain students who fail to achieve a year's work.	(34%)	50%	8%	8%
28. Allow students to proceed at their own rates throughout the school year.	4%	44%	32%	(20%)
38. Attempt to get all students to complete the same materials by the end of the course.	(28%)	38%	29%	5%

GROUPING FOR INSTRUCTION

Most students are grouped by ability with only negligible consideration for needs and interests. Sixty percent of teachers said that they group by ability, while only twenty-six percent stated that they always group by needs and/or interests. Most students are assigned to a grade and a class at the beginning of the school year or quarter and are never changed until the end.

There is a need for students to be grouped for instruction based on needs, interests, and sometime abilities and not on ability or achievement alone.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
5. Group students for instruction by needs and/or interest.	2%	34%	38%	(26%)
35. Group students for instruction by ability only.	(40%)	40%	14%	6%
50. Group students according to grade level (age).	54%	(22%)	20%	4%
53. Exchange students with other teachers.	60%	20%	(6%)	14%
57. Teach each subject (content area) separately.	(16%)	38%	36%	10%

CLASSROOM INTERACTIONS

Lanier County teachers perceive classroom interaction as rather positive. Most teachers feel that there is a balance of teacher- and student-asked questions and that students are frequently or always given an opportunity to express their opinions. On the other hand, the encouragement

of students to discuss ideas and concepts is limited on the part of some teachers.

While most teachers perceive themselves as rather open with their students, there is some need for some teachers to utilize facilitating skills in the classroom and to provide more opportunities for students to work in small groups.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
20 Interact with students in the classroom by mostly teacher-asked questions	(10%)	54%	36%	0
36 Encourage students to discuss ideas, concepts, etc. in small groups.	4%	48%	(36%)	12%
37 Interact with each student about current events and/or personal problems	0	36%	(56%)	8%
51 Give all students an opportunity to express their opinions	2%	14%	50%	(34%)

CLASSROOM MANAGEMENT

Most teachers do not utilize a classroom management system that provides for individualized learning activities, independent study, student tutors or small group work. The classrooms of many Lanier County teachers are furnished with desks which are arranged for large group instruction only. Many do not use a system for prescribing learning activities based on the needs of students, and many teachers have problems managing several activities in the classroom at one time.

It is evident from the data below that MOST of the teachers in the Lanier County Schools need to develop a system for managing classroom activities that support an individualized-continuous progress program.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
7. Provide students with the opportunity to participate in learning activities independent of the other class members	0	50%	(32%)	18%
12. Contract with students to complete certain learning activities	30%	44%	(22%)	4%
15. Use tables and chairs for classroom instruction rather than desks	24%	40%	20%	(16%)
22. Use a system for prescribing learning activities based on the needs of students	4%	30%	48%	(18%)
40. Use students as teachers and tutors	6%	44%	(46%)	4%
42. Plan specific classroom activities with other teachers	14%	60%	(26%)	0
44. Arrange classroom with rows of desks	(30%)	26%	24%	20%
59. Have students working individually and in small groups	2%	34%	(40%)	24%

STUDENT INDEPENDENCE

The responses indicate that many teachers feel that students depend too much on the teacher for directions and decisions. Seventy-six percent of the teachers said that they sometimes, frequently or always teach and evaluate in such a way that students rely upon the teacher to decide what they should learn. It is apparent that teachers are not fully aware of

the importance of student independence, or if they do realize it, they do not provide for it, since only thirty-six percent stated that they always encourage students to become independent learners.

Concerning student independence, there is a critical need for students to become responsible, independent learners in order for an individualized instructional program to survive. It should be noted that this area of teaching strategies is directly related to the area on classroom management just as many areas are interrelated. The results of the management data support the findings in this area.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
16. Manage the classes so that students are totally dependent on the teacher	(42%)	44%	14%	0
21. Teach and evaluate so that students rely upon the teacher to decide what they should learn	(24%)	40%	30%	6%
43. Encourage students to become independent learners	0	20%	44%	(36%)

TEACHING PROCESS

The teaching approach used by most teachers is more directive than facilitative. Many teachers lecture to the class much of the time and generally teach so that classroom instruction focuses on the total group. Only fifty percent of the teachers stated that they teach always or frequently by mostly guiding and directing the discussion of the students. The inquiry approach is not used often by most teachers, which indicates that teachers generally use directive teaching processes. Most questions asked by

teachers are not open-ended, requiring original thought on the part of a student, but are intended merely to evoke a predetermined "correct" answer the student was to memorize.

There is a need for teachers to use a variety of teaching processes. The lecture methods can be used effectively for the sharing of information, but a facilitating approach is needed to support an individualized-continuous progress program.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
2. Provide classroom activities based on the interests of individual students	2%	42%	50%	(6%)
6. Give all members of the class the same assignment	(12%)	44%	32%	12%
13. Teach so that classroom instruction focuses on the total group	(12%)	42%	42%	2%
23. Provide classroom experiences that relate directly to the individual needs of students	2%	28%	52%	(18%)
25. Lecture to the whole class most of the time.	(22%)	52%	24%	2%
60. Give students enough information so that they will continue to inquire and research.	4%	46%	40%	(10%)
62. Teach by mostly guiding and directing the discussion of the students	2%	48%	40%	(10%)
63. Ask questions that do not require a correct answer	4%	44%	(52%)	0

MODIFYING BEHAVIORS

Many Lanier County teachers use strategies for modifying the behavior of students that result in negative reinforcement. Fifty percent of the teachers stated that they punish students for cheating by reducing their grades. The constant threat of being "spanked" is prevalent in seventy percent of the classrooms. Many teachers use grades to reward students, and these grades in most cases are based on the teacher's expectations for the group and not for the individual student. In most cases there is a lack of the use of positive reinforcement practices for learning and for modifying behavior in many of the classrooms.

There is a need for teachers to be more aware of the effectiveness of rewards rather than punishments as an approach for modifying student behavior and for teachers to become skilled in using alternative strategies that will result in positive reinforcement.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
10. Take away student privileges to modify behavior	6%	(64%)	26%	4%
11. Change student behavior by rewarding with something other than grades	0	46%	50%	(4%)
34. Punish students for cheating by reducing grade	(50%)	30%	16%	4%
54. Reward students with grades only	(46%)	34%	14%	6%
55. Use "spanking" to modify behavior	(24%)	62%	10%	4%
65. Teach and evaluate so that students work primarily for a score	(24%)	50%	20%	6%

EFFECTIVE LEARNING AND SELF-ESTEEM

There is very little emphasis placed on developing attitudes, human relation skills, and positive self-esteem within the classroom. Rather than teaching humanistic skills part of the time, seventy percent of the teachers teach only facts sometimes, frequently or always. Only twenty percent stated that they always give students an opportunity to express their feelings in class. Some teachers do not provide activities designed specifically for improving the self-esteem of students, and many do not provide for successful experience daily.

There is a need for teachers to provide experiences that will enhance effective learning and that will develop positive self-esteem of students.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
14. Implement specific activities in the classroom that are designed to develop positive human relations and communication skills	4%	29%	55%	12%
27. Teach only facts in the classroom	30%	50%	12%	8%
29. Provide activities for students to become more cooperative, more accepting of individual differences and more concerned about their fellow man	8%	34%	42%	16%
41. Give students an opportunity to express their feelings	0	26%	54%	20%
46. Provide opportunities for each student to experience some success daily	0	36%	42%	22%

EVALUATION

The evaluation of student progress in Lanier County is based on the expectation the teacher has of the group. Therefore, a student's grade is based on how well he or she compares with the group rather than on individual performance that reflects his or her ability and achievement. This is evidenced by the fact that sixty-six percent of the teachers stated that they never or sometimes use more than one test instrument in the class when testing for student progress. In addition, students are not allowed to evaluate the teacher or the instructional process.

An evaluation system is needed in Lanier County that will determine the progress of students based on their individual performances.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
17. Test to measure the retention of knowledge	4%	24%	52%	20%
33. Use more than one test instrument in the class each time a test for student progress is given	22%	44%	24%	10%
45. Allow students to evaluate the instructional process and teacher	34%	46%	18%	2%

REPORTING STUDENT PROGRESS

The progress of students is reported primarily by standard grades, as one would expect, since the evaluation system in Lanier County is based on the expected performance of the group. Some teachers use alternative ways of reporting such as student conferences, but for the most part, evaluation is reported with the standard grading system.

There is a need for a system of reporting of student progress that is compatible with the evaluation system and that supports the individualization concept of instruction.

	THE DEGREE I DO THESE THINGS			
	Never	Sometime	Frequent	Always
24. Report to each student his progress in a student-teacher conference	20%	46%	30%	4%
30. Meet with students by appointment outside the classroom	38%	42%	18%	2%
48. Report student progress with standard grades	16%	14%	40%	30%

VII. STUDENT EXPERIENCES

VII. STUDENT EXPERIENCES

It is recognized by parents, students, and educators that the education program for Lanier County must not be limited to county or regional interests, and that each student should have an opportunity to broaden his or her world beyond the boundaries of the county, state, and even the country. It is generally accepted that a student's perception of the world is based primarily on his or her experiences. Therefore, this section of the needs assessment will deal with the types of experiences that Lanier County students have had as well as their perceptions of geographical boundaries, distance and the world in general.

A special instrument designed specifically for this needs assessment was administered to a random sample of students from each of the three schools in the system. The data are reported in percent of positive responses by item through item 22, while the responses to items 23-26 are reported in general statements.

Most youth in Lanier County have had the experiences that are available to them in the county such as fishing in a boat, horseback riding, visiting a public library, but even with these activities so readily available, there are approximately twenty-five percent of the youth who have never had many of these experiences. Many students have not participated in activities near Lanier County that require travel, as evidenced by thirty percent never having visited a zoo or an airport. They have had very limited experiences with different methods of travel. Approximately sixty percent of all students have never ridden on a commercial bus or train. Eighty-one percent of the elementary students have never flown on an airplane, while the percentage for the primary or high school students is only slightly higher.

Regarding travel experiences, less than half of the students have travelled to special places that are out of state, which is evidenced by the fact that many have never seen the ocean, or visited a shipping dock. The fact that fifty-eight percent of the primary students and approximately twenty-five percent of the elementary and high school students have never visited Disney World is further evidence of the limited travel of students. About one half of the primary students and most elementary and high school students have visited one of the three states that border the state of Georgia, while only approximately fifty percent of all students have visited Atlanta, which should be expected since the Florida and Alabama state lines are much closer to Lanier County than Atlanta. A surprisingly large percentage of the students said they have visited another country. Thirty and twenty-two percent of the primary and high school students respectively stated that they have visited another country, while only nine percent of the elementary students responded yes to this item. This percentage of responses does not accurately represent the out-of-country travel by Lanier County students, because some students listed places in the United States or other countries when they were asked to identify the country they had visited. However, it is evident that several students have visited such countries as Spain, Holland, Mexico, Italy, Sweden and Germany. The number of students travelling out of country is unquestionably influenced by military families who are affiliated with Moody Air Force Base.

Cultural experiences for Lanier County youth have been very limited. Sixty-one percent of the primary and elementary students and forty-five percent of the high school students have never attended a band concert

and an even greater percentage of such responses would be expected for such areas as art, dance, and drama. Approximately fifty percent of the students play a musical instrument, while only a small number of students have experienced formal music training.

Most students have a perceived world that is limited primarily to the southeastern United States of America. Many stated that they had travelled out of state, but the places were by the most part located within a five-state area. In addition, when asked: "Where would you travel if you had $300?" most students again identified places within the five-state area. A small percentage of students selected foreign countries, and these may have been the students who had previously travelled out of the country.

In summary, Lanier County youth are exposed to the world and to special events by the media of television, radio and newspaper, as are other youth in our country, but they have a perceived world that is fixed by limited travel and cultural experiences. It may be unwise to depend completely on television to provide our youth with the knowledge, awareness, and experiences about places, people, and events. Television, as powerful as it is, sometimes is received as more a fantasy than a reality. If this is true, then, New York City and the culture of the people who make up its population do not exist to a certain extent when the television is turned off. How, then, is the world and its people to become real to our youth if television will not do it? The obvious answer is by experience through travel, personal contact with people and through an education program that will provide students an opportunity to explore with a variety of materials, media and personnel. The students currently in the system who have

visited foreign countries could play a very key role in making Mexico, Spain, or Germany come alive. It is evident that most students in Lanier County need a variety of experiences and that these experiences must be provided through the education system because of economics and the location of Lanier County in relationship to big cities and special interest places.

INVENTORY OF
STUDENT EXPERIENCE AND HIS PERCEPTIONS OF THE WORLD

Directions: Please answer the following questions by checking yes or no or by completing the blank provided.

	PERCENT OF POSITIVE RESPONSES		
	Primary	Elementary	High School
1. Have you ever been to the ocean?	58	59	72
2. Have you ever travelled to another state?	72	80	92
3. Have you ever been to Atlanta?	47	56	53
4. Have you ever ridden a train?	36	24	36
5. Have you ever been to an Airport?	58	72	84
6. Have you ever ridden a horse?	74	84	93
7. Have you ever visited a zoo?	75	62	72
8. Have you ever been to a band concert?	39	39	55
9. Have you ever been to Disney World?	42	27	24
10. Have you ever been fishing in a boat?	64	76	75
11. Have you ever been to Albany or Valdosta, Georgia?	81	92	97
12. Have you ever ridden on a commercial bus, for example, a Greyhound?	36	32	46

	PERCENT OF POSITIVE RESPONSES		
	Primary	Elementary	High School
13. Have you ever seen a real Indian in person?	39	74	72
14. Have you ever met in person someone from another country?	75	72	85
15. Have you ever flown in an airplane?	33	19	27
16. Have you ever been to the Public Library?	69	49	72
17. Have you ever been to the states of either Florida, Tennessee or Alabama?	58	87	93
18. Have you ever been to a dock and watched big ships come in?	48	35	43
19. Have you ever taken music or voice lessons?	36	27	51
20. Can you play a musical instrument?	62	48	46
21. Have you ever been to a movie theater?	75	89	98
22. Have you ever visited family or friends a long way from home?	81	87	83
23. Have you ever visited another country?	30	9	22

Name the country _____

The following countries were named by primary and elementary students. There is no data on high school students for this item.

Germany	Mexico	Canada	Europe
Holland	Spain	Australia	Bahamas
Italy			

The number responding positively to this item included places in America such as:

Orlando	Atlanta	California	Denver
Florida			

PERCENT OF POSITIVE RESPONSES

	Primary	Elementary	High School

24. Which place is the longest distance from Lakeland--Nashville, Tennessee or Chicago, Illinois?

Primary Students - Fifteen percent of the primary students perceive that Nashville is the longest distance from Lakeland. The distances given varied from 40 to 320 miles. The eighty-five percent who perceive Chicago as being the longest distance from Lakeland gave distances that varied from 44 to 90,099 miles. About half of this group gave a distance less than 1,050 miles.

Elementary students - Twenty-six percent of the elementary students stated that Nashville was the longest distance from Lakeland and the distances varied from 90 to 54,000 miles. The seventy-four percent who stated that Chicago was the longest distance gave distances that varied from 70 to 8,000,000 miles. Most elementary students perceive the distance as from 2,000 to 6,000 miles.

High School Students - No data.

25. If you had $300 to travel, where would you go?

Primary Students - Twenty-seven percent of the primary students identified placed in the state such as: Atlanta, Six Flags Over Georgia and Valdosta, while seventeen percent selected foreign countries such as Italy, Africa and Canada. More than half of the primary students identified states and cities within the southeastern region of the United States, such as Alabama, Jacksonville, and Nashville, Tennessee.

Elementary Students - Fifteen percent of the elementary students identified foreign countries as their choice for a place to visit. Only eleven percent selected places in Georgia such as: Atlanta, Albany and Stone Mountain. Thirty-eight percent identified places in the southeastern United States of America as their choice place to visit such as: Disney World, Miami, and Tampa.

High School Students - No data.

26. If you had $100 to spend, what would you buy?

Primary Students - Most primary students identified personal items for themselves that they would enjoy. Sixty-five percent stated that they would buy such items as cars, guns and horses. A few responses were related to basic needs such as clothing, food and in one case a home was listed. Approximately fifty percent of the choices could not be realistically purchased for $100.

Elementary School - Fifty percent of the elementary students identified personal items with most items within a cost range of $100. Approximately forty percent of the elementary students made selections that were for other members of the family or that would be shared by the family such as furniture items, food, payment of family bills or a car for Mother. Some of these items listed under this category could not be purchased for $100.

VIII. STUDENT SELF-ESTEEM

VIII. STUDENT SELF-ESTEEM

A primary goal for the Lanier County school system is for each student to have a positive attitude about himself (self-esteem), which is generated from the belief that students learn best when they feel good about themselves while at school and with their peers. Consequently, success in school and with peers is also a goal in order for students to feel good about themselves. This section of the needs assessment report will discuss the status of the self-esteem of the students in Lanier County.

For the purposes of this needs assessment, self-esteem is defined as the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful, and worthy. In short, self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself.

Two instruments were used to measure the self-esteem. Grades 1-3 were administered the When Do I Smile instrument and the Coopersmith Self-Esteem Inventory was administered to students in grades 4-12.

The When Do I Smile instrument is comprised of twenty-eight items that relate to school, peers and general self. The items were read to the students, who in turn responded by checking one of three faces (happy, blank, or sad). The happiest face represents the most positive response, while the most negative response is represented by the saddest face. The results are reported in percent of responses from the total population.

The Coopersmith Self-Esteem Inventory consists of 50 items, which are divided into five subtests that measure the attitudes students have about

themselves, their lives at home, their peers, and their lives at school. The instrument is designed with a two-point scale, which consists of "like me" or "unlike me." The results of the Coopersmith were tabulated and reported in percent of responses of the total population for each item, and those responses are organized and discussed by subtest below.

A. Self-Esteem

1. Grades 1-3

Students in the early grades have a rather positive attitude about themselves, and their relationships to general self. They enjoy being with people. There is evidence that they have some concerns about being alone for either play or school work. Most students feel happy when the teachers give them something new to do and seem to have both confidence in themselves and the school in that regard.

The relationships between students and teachers are very positive, according to the perceptions of the students. Ninety percent of the students stated that the boys and girls feel happy about the teachers, and eighty-two percent indicated that the teachers feel happy about the students. About half of the students said that they feel sad about asking the teacher for help, which may indicate that the teaching process does not accommodate individual attention or that some students may feel that they are disappointing the teacher in that they cannot complete the assigned task on their own.

Most students are generally happy at school but somewhat unhappy with their school work, particularly their reading ability. Approximately seventy percent to eighty percent of the students feel happy about coming to school, when they are in school, and about the things they do

in school. The vast majority are very positive about being involved and having an opportunity to participate in class activities.

The most negative responses were in relationship to peers and parents. Many students feel that they are not liked by their classmates and even a larger number dislike the idea of doing what other children want to do, which can also be expected of children in this age range. Many indicated that they did not want to work alone, while approximately the same number were negative about the teacher having them work together with other children. These responses seem to be contradictory. However, it could be inferred that the negative feeling students have about working with others in the classroom results from their not being able to choose working mates or from the nature of the task assigned by the teacher. It is evident from the responses that approximately one half of the students feel uncomfortable discussing their problems with their parents and do not want their parents and teachers communicating with each other about them.

In summary, the vast majority of the students in grades 1-3 feel positive about themselves while at school and feel happy with their teachers and classmates. Many of this age group are not pleased with their performance in school, but they seem to be willing to improve. While most students in grades 1-3 have a positive self-esteem, there are approximately twenty-five percent who do not. In fact, they have rather negative attitudes about themselves when they are with their peers and while they are in school. It is this group that the school system and its teachers must try to encourage by being aware of the affective needs of each student and by providing activities designed to enhance the positive self-esteem of students.

Generally, there is a need for teachers to assess the affective needs of each student and, from that basis, to provide experiences that will build self-esteem. Activities with specific objectives for building self-esteem and/or instructional strategies designed for the same purpose may be used to enhance students' feelings about themselves. See Table 16 for the percent of responses by item.

2. Grades 4-12

General Self. The self-esteem of elementary students in relationship to general self is rather poor. They feel that things are mixed-up and that they have failed at this point in their life. Seventy-nine percent stated that they do not care what happens to them. More than one half of the students in this age range have a low opinion of themselves and are often ashamed for the things they do. They are displeased with their physical, emotional and mental growth.

On the other hand, the high school students generally have a more positive attitude about themselves in relationship to general self, and their scores can be rated as fair. However, there are high school students who have a very low self-esteem in this area. Many are concerned about their physical appearance, and most stated that there are many things about themselves they would change if they could. It is evident that they are seeking increases in their personal freedom and independence. Most high school students indicated they had a strong conscience for their actions. (See page 98 for Subtest of General Self.)

SUBTEST: General Self		PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
1.	I spend a lot of time daydreaming.	36	56
2.	I'm pretty sure of myself.	69	79
3.	I often wish I were someone else.	43	70
8.	I wish I were younger.	29	91
9.	There are lots of things about myself I'd change if I could.	68	29
10.	I can make up my mind without too much trouble.	61	80
15.	Someone always has to tell me what to do.	26	95
16.	It takes me a long time to get use to anything new.	43	76
17.	I'm often sorry for the things I do.	77	42
22.	I give in very easily.	40	68
23.	I can usually take care of myself.	81	93
24.	I'm pretty happy.	79	89
29.	I understand myself.	76	79
30.	It's pretty tough to be me.	47	55
31.	Things are all mixed up in my life.	34	77
36.	I can make up my mind and stick to it.	63	72
37.	I really don't like being a boy/girl.	34	80
38.	I have a low opinion of myself.	42	81
43.	I often feel ashamed of myself.	47	75
44.	I'm not as nice looking as most people.	60	41
45.	If I have something to say, I usually say it.	60	79
50.	I don't care what happens to me.	21	91

SUBTEST: General Self (Continued)	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
51. I'm a failure.	30	88
52. I get upset easily when I'm scolded.	64	48
57. Things usually don't bother me.	53	41
58. I can't be depended on.	32	86

B. Social Self-Peers

Most students at both the elementary and high schools have a good self-concept when they are with their peers. The percentage of students who feel this way is greater at the high school than the elementary school. The elementary students feel that they are not accepted by their peers, as evidenced by the fact that sixty-two percent stated that they are picked on often by other people, and fifty percent stated that most people are better liked than they are. An alarming percentage of elementary students stated that they would rather play with younger children. The most significant statements made by the high school students regarding this area of self-esteem related to their popularity with their peers. Approximately one half stated that others are better liked than they are and that kids usually do not follow their ideas.

SUBTEST: Social Self-Peers	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
4. I'm easy to like.	64	85
11. I'm a lot of fun to be with.	71	86
18. I'm popular with kids my own age.	69	68
25. I would rather play with children younger than me.	21	88
32. Kids usually follow my ideas.	55	57

SUBTEST: Social Self-Peers (Continued)	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
39. I don't like to be with other people.	19	91
46. Kids pick on me very often.	38	84
53. Most people are better liked than I am.	51	53

C. Home-Family

Students responded in a manner that is typical for their age group to questions in the home-family subtest. Most students perceive that parents have high expectations for them and often appear to be pushing them for improvement, particularly the parents of elementary school students. Most high school students indicated that there is a high degree of parental concern at home, although sixty-five percent of the high school students indicated that there are many times when they would like to leave home. A large percentage of the elementary students feel that they do not get adequate attention at home and like the high school students, they would like to leave home at times, as is evident from results of this section of the Coopersmith. Approximately sixty percent of the elementary students and thirty percent of the high school students have a poor self-esteem in relationship to home and family.

SUBTEST: Home-Family	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
5. My parents and I have a lot of fun together.	80	72
12. I get upset easily at home.	37	61
19. My parents usually consider my feelings.	59	69
26. My parents expect too much of me.	44	74
33. No one pays much attention to me at home.	35	80

SUBTEST: Home-Family (Continued)	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
40. There are many times when I'd like to leave home.	54	40
47. My parents understand me.	71	63
54. I usually feel as if my parents are pushing me.	24	71

D. School-Curriculum

The self-esteem of students in grades 8-12 while at school and involved in the program is poor, and this is especially true of the high school students. In fact, the self-esteem of the high school students is more negative for this area of the Coopersmith Self-Esteem Inventory than for any of the other areas. More than one half of the high school students indicated that they are very discouraged in school and that they would like to be more successful. Fifty-two percent stated that they find it very hard to talk in front of the class. Most high school students feel good about their relationships with their teachers, but twenty-five percent feel that their teachers make them feel they are not good enough. Approximately thirty percent of the elementary students are discouraged in school and indicated that they do not like to participate in open class discussions. An extremely high fifty-two percent of the elementary students stated that their teachers make them feel that they are not good enough.

SUBTEST: School-Curriculum	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
7. I find it very hard to talk in front of the class.	62	48
14. I'm proud of my school work.	64	63
21. I'm doing the best work that I can.	74	55
28. I like to be called on in class.	66	45

SUBTEST: School-Curriculum (Continued)	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
35. I'm doing as well in school as I'd like to.	62	26
42. I often feel upset in school.	59	61
49. My teacher makes me feel I'm not good enough.	48	75
56. I often get discouraged in school.	56	40

E. Lie Scale

There are eight items on the Coopersmith that check the validity of the responses. It can be generalized that the responses of the high school students are valid in terms of true feelings of the respondents because of the relatively high positive responses, while the responses of the elementary students are not so valid. It is apparent that the elementary students responded to the instrument as if there were right and wrong answers to the statements, or in other words with answers that they felt were expected by the teachers.

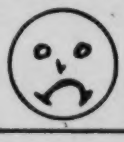
SUBTEST: Lie Scale	PERCENT OF POSITIVE RESPONSES Elementary (Grades 4-7)	High School (Grades 8-12)
6. I never worry about anything.	28	86
13. I always do the right thing.	26	87
20. I'm never unhappy.	21	83
27. I like everyone I know.	50	53
34. I never get scolded.	31	89
41. I'm nevery shy.	29	71
48. I always tell the truth.	37	75
55. I always know what to say to people.	47	69

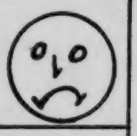
In summary, there are many students at the elementary and high schools who have negative attitudes about their homes, their peers, their lives at school, and in general. There are more elementary than high school students with a poor self-esteem, except for the area on self-esteem at school. This difference is probably due to the maturation level of the elementary students who are going through many mental, social, emotional, and physical changes, as well as to the loss of students at the high school who drop out after their sixteenth birthdays.

Students at all levels must experience success in all areas of their lives if they are to have positive feelings about themselves. The school system is responsible for the self-esteem of students while they are at school and involved in the program. In this respect there is a need for both schools to provide experiences for students that will build self-esteem and to utilize teaching strategies that will ensure the success of every student.

Table 16

WHEN DO I SMILE?
GRADES 1 - 3

ITEMS	RESPONSES		
	Positive →		→ Negative
			
1. How did you feel about coming to school this morning?	78%	12%	10%
2. How do you feel about the boys and girls in this class?	71%	17%	12%
3. How do you think the boys and girls in this class feel about you?	66%	22%	12%
4. How do you feel when you are in school?	77%	12%	11%
5. How do you feel about learning out of books?	84%	12%	4%
6. How do you think the teacher feels about the boys and girls in this class?	82%	11%	7%
7. How do the boys and girls in this class feel about the teacher?	90%	7%	3%
8. How do you feel about the things you do in school?	74%	19%	7%
9. How do you feel when the teacher gives you something new to do?	90%	7%	3%
10. How do you feel when the teacher has you work together with other children in your class?	69%	21%	10%
11. How do you feel when the teacher has you work alone on a job or task?	49%	22%	29%
12. How do you feel when you have your work checked?	84%	12%	4%

ITEMS	RESPONSES		
	Positive →		→ Negative
			
13. How do you feel when the teacher has called on you to answer a question in class?	83%	11%	6%
14. How do you feel about playing by yourself?	32%	19%	49%
15. How do you feel about having your picture taken?	93%	4%	3%
16. How do you feel about being invited to a party?	97%	1%	2%
17. How do you feel about doing what other children want to do?	45%	34%	21%
18. How do you feel when you help your father or mother at home?	83%	12%	5%
19. How do you feel about talking with your parents about problems you might have?	58%	23%	19%
20. How do you feel about your teacher and parents talking together about you?	48%	21%	31%
21. How do you feel when you visit your best friend's home?	95%	2%	3%
22. How do you feel about going to the library?	90%	8%	2%
23. How do you feel about how you read?	68%	23%	9%
24. How do you feel when you meet new words when you are reading?	71%	21%	8%
25. How do you feel when you don't have to go to school on Saturday?	84%	3%	13%
26. How do you feel when you ask your teacher for help?	54%	33%	13%
27. How do you feel when school begins after a long summer vacation?	73%	7%	20%
28. How do you feel about your school work?	69%	20%	11%

IX. STUDENT ACHIEVEMENT

IX. STUDENT ACHIEVEMENT

The success of a school system must be measured by many factors because of the complexity of education. The percent of attendance, number of drop-outs and percent of graduates attending college are only some of the indicators of success or failure of a school program. It is somewhat the same for achievement scores. The achievement of students is discussed in this section of the needs assessment and is limited to reading at all levels, math, and language arts at the high school level.

All scores are the results of standardized achievement tests which have been validated with national norms. The analysis of the results of each test are presented with the understanding that standardized achievement scores (1) will give some indication about the achievement of a student but will not be conclusive about his ability to perform, and (2) will compare the student's performance with what is considered to be normal performance for all students in the nation at approximately the same age and/or grade.

The results of the reading test will be used to illustrate the overall achievement trends in the Lanier County school system because reading scores are the only data available, generally, in each school. The achievement trends will be identified by determining the number of Lanier County students who are achieving at their respective grade placements.

An alarming number of students in all grades in Lanier County are reading below grade placement. Achievement scores indicate that eighty-two percent of the students currently enrolled in grades 2 - 8 and 11 are reading below grade placement. See Table 17 for a detailed description of the number of students, by grade, who are reading below grade placement. While

the percentage of students scoring below grade placement varies from sixty-four percent for the fourth-grade students to ninety percent for the fifth-grade students, the percentage for most grades is approximately eighty percent.

Lanier County students are also achieving below grade placement in math and language arts. Graphs 5 and 6 reveal that sixty-five percent of the students are performing below grade placement in math and seventy-five percent below grade placement in language. The percentage increases to eighty-two percent in math and eighty-three percent in language arts for the eleventh grade. It can be generalized, as evidenced by these scores, that many Lanier County students are achieving below grade placement in all academic areas.

It is apparent that, as students are advanced through the grades, the achievement deficiencies continue to increase. A study of the achievement of one grade, which theoretically is comprised of the same students, began with the fourth grade in 1967 and ended with the current eleventh grade. The percentage of students reading below grade placement increased from thirty-eight percent in 1967 to seventy-seven percent in 1974. It should be noted that the scores are not completed for the year of 1967 and 1968. However, the information is accurate enough to be used for studying the achievement trends of the school system. The gap between the achievement of the current eleventh-grade students and those same students as fourth-graders in 1967 would be even greater if the fact that approximately fifty percent of the students who are under-achievers drop out between the ninth and eleventh grades were taken into consideration. See Table 18 and Graph 7.

In summary, many students in Lanier County are deficient in academic skills as evidenced, in part,by the results of standardized achievement tests. Their deficiencies are possibly due to the lack of special courses, individual attention and an emphasis on reading at each grade level. In addition, the influence of technology on our society has caused reading as a process for acquiring knowledge, to be de-emphasized. As an example, why read the newspaper when the television can present the information in a much more appealing fashion? More and more students, of all ages, are utilizing their free time for watching television, listening to the radio or records, or attending movies and are spending less time reading as a form of entertainment. Generally, students in Lanier County need to improve their academic skills. The school system needs a basic program that will meet the individual needs of all students and special developmental programs for those that have serious deficiencies.

Teachers, in all of the schools, need the knowledge, skills and awarenesses necessary to provide students a variety of experiences that are based on their needs, interests, and learning styles. In addition, the teacher should be supported with appropriate materials, facilities and student services.

Table 17

READING ACHIEVEMENT SCORES

LANIER COUNTY SCHOOLS

▨ Indicates Below Grade Placement

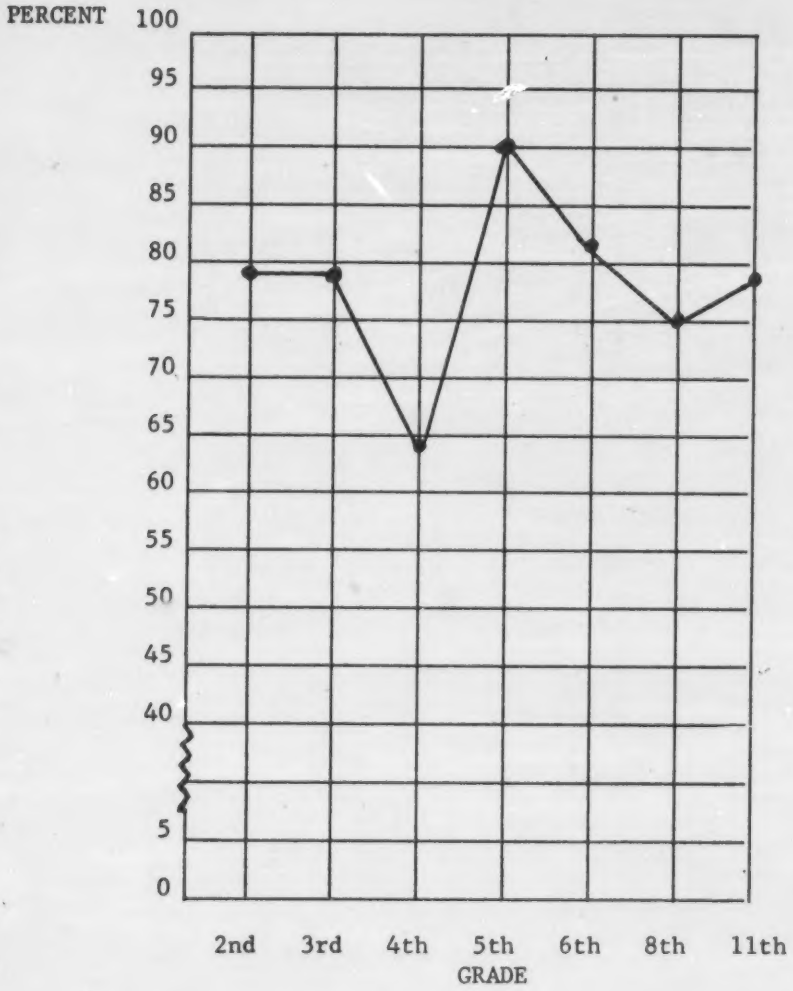
GRADE LEVEL	NUMBER OF STUDENTS BY GRADE 2	3	4	5	6	8	11	TOTAL
14.0 - 14.9								
13.0 - 13.9							6	6
12.0 - 12.9							6	6
11.0 - 11.9						1	8	9
10.0 - 10.9						5	16	21
9.0 - 9.9						6	21	27
8.0 - 8.9					1	14	16	31
7.0 - 7.9				1	7	9	9	26
6.0 - 6.9				2	16	29	7	54
5.0 - 5.9		3	7	9	29	27		75
4.0 - 4.9		5	27	25	43	13		113
3.0 - 3.9	3	14	28	55	26	2		128
2.0 - 2.9	16	40	30	21	9			116
1.0 - 1.9	75	41	3	11	0			130
0.0 - 0.9								
TOTAL	94	103	95	124	131	106	89	742

NOTE: The above data are the results of standardized reading achievement test administered in September, 1974. The tests used were: Gates McGinitie - grades 2 and 4, Iowa Test of Basic Skills - grades 4, 6 and 8, Test of Academic Progress - grade 11

Source: System Test Records

GRAPH 5

READING ACHIEVEMENT SCORES
LANIER COUNTY SCHOOLS



PERCENT ACHIEVING BELOW

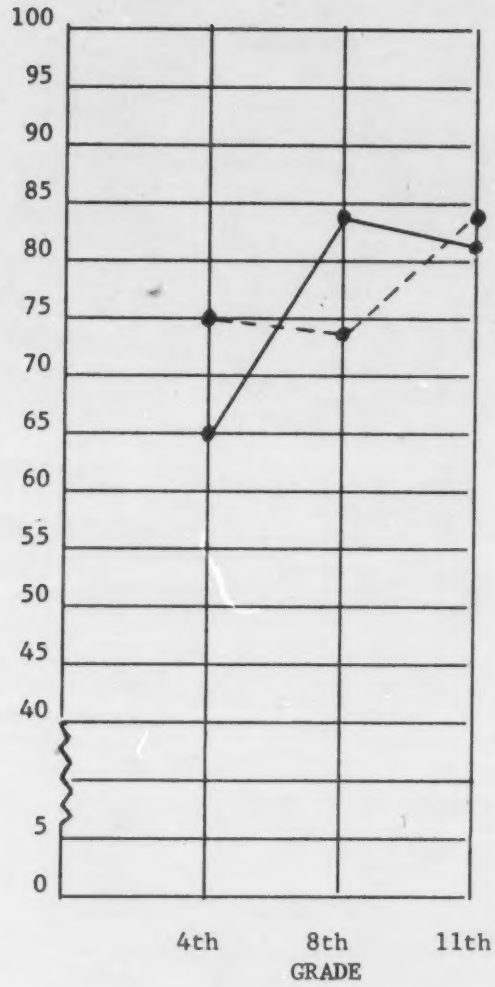
GRADE PLACEMENT

September, 1974

Source: System Test Records

GRAPH 6

LANGUAGE ARTS AND MATH ACHIEVEMENT SCORES
LANIER COUNTY SCHOOLS



PERCENT ACHIEVING BELOW GRADE PLACEMENT

September, 1974

_____ MATH

------ LANGUAGE ARTS

NOTE: Standardized Achievement Test Used: Iowa Test of Basic Skills-Grades 4 and 8; Test of Academic Progress-Grade 11

Source: System Test Records

Table 18

READING ACHIEVEMENT SCORES-LANIER COUNTY SCHOOLS

This Table describes the reading achievement scores for the current eleventh grade and the scores of those same students when they were in the fourth through the eighth grades.

▨ Indicates Below Grade Placement

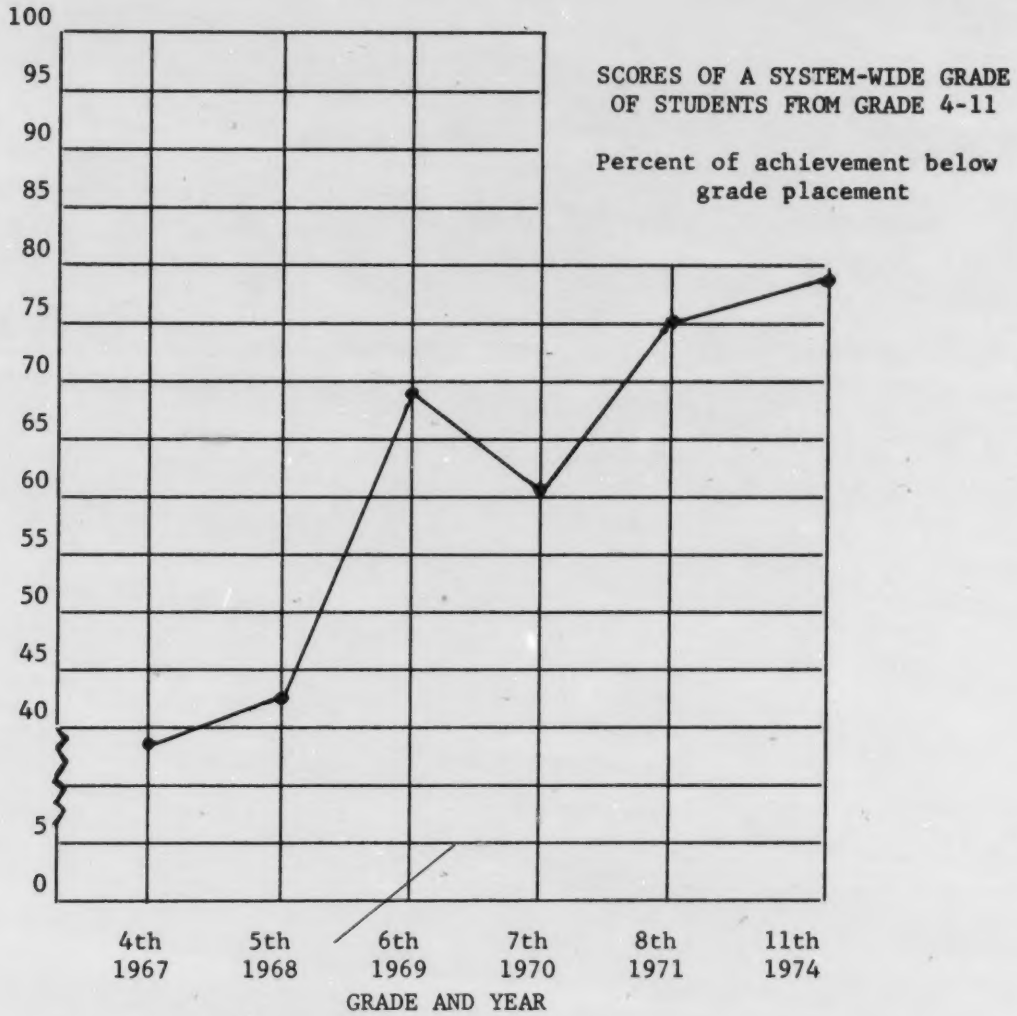
GRADE LEVEL	NUMBER OF STUDENTS BY GRADE AND YEAR					
	1967	1968	1969	1970	1971	1974
	4 *	5	6	7	8	11
14.0 -						
13.5 - 13.9						1
13.0 - 13.4						5
12.4 - 12.9						2
12.0 - 12.4						4
11.5 - 11.9						4
11.0 - 11.4					2	4
10.5 - 10.9				3	2	▨ 10
10.0 - 10.4					4	▨ 6
9.5 - 9.9				5	4	▨ 13
9.0 - 9.4				11	8	▨ 8
8.5 - 8.9				8	10	▨ 9
8.0 - 8.4			2	9	6	▨ 7
7.5 - 7.9		2	5	9	▨ 12	▨ 5
7.0 - 7.4		3	8	8	▨ 14	▨ 4
6.5 - 6.9	2	6	12	▨ 22	▨ 15	▨ 4
6.0 - 6.4	4	9	17	▨ 13	▨ 17	▨ 3
5.5 - 5.9	11	9	▨ 24	▨ 12	▨ 12	▨
5.0 - 5.4	13	16	▨ 20	▨ 10	▨ 9	▨
4.5 - 4.9	9	▨ 9	▨ 17	▨ 10	▨ 15	▨
4.0 - 4.4	28	▨ 9	▨ 16	▨ 6	▨ 10	▨
3.5 - 3.9	▨ 15	▨ 10	▨ 7	▨ 5	▨ 1	▨
3.0 - 3.4	▨ 4	▨ 1	▨ 9	▨ 3	▨	▨
2.5 - 2.9	▨ 3	▨ 3	▨ 2	▨	▨	▨
2.0 - 2.4	▨ 16	▨	▨ 1	▨	▨	▨
1.5 - 1.9	▨	▨	▨	▨	▨	▨
0.5 - 1.4	▨	▨	▨	▨	▨	▨
TOTAL	110	77	140	134	141	89

*

Source: System Test Records

GRAPH 7

READING ACHIEVEMENT SCORES - LANIER COUNTY SCHOOLS



Source: System Test Records

X. ADULT EDUCATION

X. ADULT EDUCATION

It is the belief of the Lanier County schools that an education program should be provided its citizens that will meet the needs and interests of both the youth and adults. A program for adults will depend on the amount of formal education they have completed, the types of skills and knowledge they need and whether their interests are occupational or for personal improvement. The status of adult education in Lanier County and the projected interests and needs for adults are discussed in this section of the needs assessment.

The most effective method for collecting data of this type is by personal interviews, but due to the limitation of time it was necessary to utilize the questionnaire method. The parents of all students in grades 1, 4, 8, and 12 comprised the sample population. The percent of return was fifty-nine, but this percent does not represent the percent of return by family since some parents had more than one student in the four grades. Therefore, the percentage would be even greater than fifty-nine if calculated by family.

Lanier County parents strongly support the idea of education programs being provided for adults. Eighty-four percent of the parents responded yes when asked this on the questionnaire. It is evident from the questionnaire that not only is there strong support on the part of the parents, but a definite need for and interest in an adult education program for Lanier County.

LEVEL OF EDUCATION

Thirty-seven percent of the parents in Lanier County have less than a high school degree. Of these six percent did not complete the sixth

grade. Forty-two percent completed high school, while seventeen percent either completed a college degree or had from 1-2 years of college work.

	PERCENT OF YES RESPONSES
1. I believe that the Lanier County Schools should provide education program for certain adult citizens in the community.	84
2. I have completed the requirements for:	
a. less than the sixth grade	6
b. the sixth grade	31
c. a high school degree	42
d. one (1) to two (2) years of college	9
e. a college degree	8
f. a certificate from the Vo-Tech School	4

BASIC EDUCATION NEEDS

There is a need for a program that will provide adults the experiences needed to complete high school requirements for both a regular degree at Lanier County High School or a High School Equivalency Test. There are approximately 186 adults who have indicated that they would like to complete the requirements for a high school degree.

In the charts that follow,the number of responses for each item was multiplied by three, since the parents sampled represent approximately one-third of the total parent population. In this way the figures in the chart will more accurately reflect the total parent population.

	NUMBER OF RESPONSES
1. Complete this item only if you do not have a high school degree. I would like to complete the requirements for a high school degree.	186
2. I would like to attend adult classes to develop basic skills such as math, English, reading without working for credit.	156
3. I am currently attending adult Basic Education classes offered at Lanier County High School.	27
4. I am currently attending the Vo-Tech School in Valdosta.	24

As evidenced above there is a significant number of adults interested in developing academic skills without pursuing a degree or for credit, and while there are only a few currently attending adult basic education courses, the number interested in basic education would increase the enrollment, provided the program were expanded to accommodate the needs and interests of the adults.

EDUCATION FOR JOB OPPORTUNITIES

The degree of interest in developing skills and knowledge that will enhance job opportunities is best illustrated by the number responding to each area below. It is evident that there is a high interest in clerical/ office vocational skills and those that are required for auto mechanics and construction.

I am interested in attending adult classes that will help me become more eligible for job opportunities. Such as:	NUMBER OF RESPONSES
a. Typing	117
b. Bookkeeping	84
c. Shorthand	66
d. Office Machines	57
e. Income Tax	48
f. Auto Mechanics	36
g. Electrical Wiring	54
h. Welding	36
i. Nursing/medical	72
j. Brick Masonry	45
k. Carpentering/Wood Working	39
l. Plumbing	24
m. Industrial arts/drafting	27
n. Cosmetology/Beautician	12
o. Farming	30
p. Sales/Clerking	30
q. Advertising	27
r. Child Care	9

EDUCATION FOR PERSONAL IMPROVEMENT (NON-OCCUPATIONAL)

Lanier County adults are interested in special personal improvement experiences. Some requests in this area are to meet individual needs, such as grooming and arts and crafts, but most of those that rate high are more family-oriented, such as household mechanics, child growth and development and basic sewing techniques.

	NUMBER OF RESPONSES
I am interested in attending adult classes that will provide experiences that are of interest to me (non-occupational). Such as:	
a. Reading improvement	51
b. Arts/Crafts	66
c. Income Tax	63
d. Typing	51
e. Household Mechanics	38
f. Horticulture/Growing plants	54
g. Grooming Techniques	30
h. Child Growth and Development	48
i. Slimnastics	36
j. Arms/Gunnery	39
k. Self-protection	75
l. Home Improvement (do-it-yourself)	93
m. Basic Sewing Techniques	72
n. Interior Decoration	54
o. Leisure time activities	9
p. Environment	21
q. Photography	___
r. Personal Finances	___

It is evident from the specific data expressed in items 1-8 that: (1) Lanier County parents believe that an education program should be provided the adults in the county, (2) a large percentage of the adult population has less than a high school education and many are interested in completing the requirements for a high school degree, (3) there is a need for a program not only for completing the basic high school degree but to provide adults who are not interested in a degree or in credit with academic skills, (4) many adults are very interested in educational experiences that will make them more competitive for job opportunities, and (5) many adults are interested in an educational program that will provide experiences which will lead to a more interesting and self-sufficient life.

Programs for adults

Currently there are fifteen students enrolled in one adult basic education course at the high school, which in itself when compared to the questionnaire data describes the magnitude and severity of the need.

XI. DROPOUT INFORMATION

XI. DROPOUT INFORMATION

An alarming number of students leave school prior to graduation each year throughout the county. While the reasons for leaving are varied, the results are the same. They are faced with employment difficulties, limited selectivity of jobs, low earning power, little opportunity for advancement and an emotional strain brought on by social and cultural pressures. The question for a community to consider is, "Why will a student drop out with all the limitations placed on him as a result of not having a high school degree?" While many are forced to drop out due to family and personal problems when there is no choice, the vast majority walk out of the school doors never to return by personal choice.

Lanier County, like most school systems in Georgia, has a large number of students dropping out of school each year and, as one would expect, for a variety of reasons. The community and the school system alike are concerned with this problem because it is evident that something is lacking in the education program. The rate of dropouts, and general causal factors, will be discussed in this section of the needs assessment.

A study of the dropout rate for the past five years revealed that approximately 15 percent of all students enrolled in Lanier County Schools who were sixteen years old and older dropped out of school.

Dropout Rate

Year	Number of Dropouts	Number, 16 Years & Older	Dropout Percent
1969-70	34	258	13%
1970-71	38	253	15%
1971-72	44	239	18%
1972-73	30	234	13%
1973-74	48	277	17%
TOTAL	194	1,261	15%

It is evident from the data that the rate has been rather consistent for the past five years and is very high when the number of dropouts per year is compared to the number of students enrolled in school who are beyond the compulsory school age. Another comparison can be made between the number of dropouts and the number of graduates. In 1974, there were 48 dropouts and only 54 graduates.

Counselor's records reveal that most students leave school because of work, home situation, pregnancy, or poor scholarship. The following table provides a statistical description of the reasons for dropping out by year for the past five years, as they are reported to the Georgia State Department of Education.

Dropout Data

Year	Marriage	Work	Armed Services	Illness	Lack of Interest	Home Situation	Expelled	Poor Scholarship	Pregnancy	Peer Relations	Conflict With Authorities	Total
1969-70	1	4	1	0	1	13	0	7	7	0	0	34
1970-71	3	3	0	1	6	12	0	6	5	2	0	38
1971-72	5	3	0	0	8	9	2	11	4	1	1	44
1972-73	0	10	0	1	1	8	1	1	5	3	0	30
1973-74	8	13	0	2	0	8	1	12	3	0	1	48
TOTAL	17	33	1	4	16	50	4	37	24	6	2	194

The reasons for dropping out, expressed in the above table, each represent one reason per student when in fact there are a combination of reasons. It is the opinion of school personnel that the largest single reason for dropping out is academic failure. Subjective as it may be, the opinion is somewhat based on the fact that, (1) students

who show a lack of interest drop out to go to work or get expelled, and are probably "turned off" in school due to the lack of academic success; (2) human behavior is such that it would be less threatening to a student for him/her to give work, home situation, etc. as a reason for leaving school rather than to give a statement of failure; and (3) achievement data indicate that eighty-six percent of all students who have dropped out in the past five years in Lanier County are reading below grade placement. The percent could have been even greater because there were fifty dropouts during this time for which there were no achievement scores. The chart below provides a description of the number of students and the reading level of each.

Reading Achievement Data
Dropouts
1969-1970

_Below Grade +Above Grade	Reading Achievement	Number Of Students
_	Over 5.6	3
_	5.1 - 5.5	1
_	4.6 - 5.0	3
_	4.1 - 4.5	3
_	3.6 - 4.0	10
_	3.1 - 3.5	18
_	2.6 - 3.0	23
_	2.1 - 2.5	14
_	1.6 - 2.0	23
_	1.1 - 1.5	9
_	0.6 - 1.0	12
_	0.1 - 0.5	6

±	0	2
+	0.1 - 0.5	6
+	0.6 - 1.0	6
+	1.1 - 1.5	1
+	1.6 - 2.0	1
+	2.1 - 2.5	0
+	2.6 - 3.0	2
+	3.1 - 3.5	0
+	3.5 - 4.0	1
	No Data	50
	TOTAL	182

The opinion that academic failure is the largest contributor to the dropout rate in Lanier County is again based on the information collected in interviews with students who have dropped out. In order to get information first-hand, five recent dropouts were selected and interviewed by the high school counselor. The results are included in this report in the form of the key statements from each interview, and are self-explanatory.

Dropout #1

Interviewer - Would you allow me to discuss with you the reason(s) you quit school?

Dropout - "I have never made good grades in school. I was always making poor grades. When I reached the 8th grade they put me in special education classes. I enjoyed the classes and the teacher, but the other children would make fun of me because I was put in the class."

Interviewer - Can you think of some ways to improve the school's program to enable students to have a desire to remain in school?

Dropout - "No, but if they had more teachers that would help us like the special education teacher, I think that more of the children would stay in school. Some of the teachers were not very kind to me. Maybe, if there was a way to help the teachers learn to be kind to students and help them more with their school work, there would probably be fewer dropouts."

Interviewer - Were you encouraged to stay in school by anyone?

Dropout - "No, I don't think anyone cared whether I remained in or stayed out of school."

Interviewer - Do you have brothers or sisters who completed high school?

Dropout - "No. They quit earlier than I did!"

Interviewer - If you had another chance to attend school, would you take advantage of it?

Dropout - "No, not unless they could help teachers learn to be kind to students."

Dropout #2

Interviewer - Would you please discuss with me the reason(s) you dropped out of school?

Dropout - "I was having difficulties with my subjects. I could never make a passing grade. I am not speaking of A's and B's for I know that this was far beyond me. I tried as hard as I knew how to try, but I could never get my work, especially math, science and English. I never could understand what was right or wrong and I was ashamed to speak out in class. When my parents would find out about my poor grades, they would never stop scolding me. I don't think they realized how I felt about my poor grades."

Interviewer - Did you enjoy any of your classes?

Dropout - "I enjoyed social studies sometimes, but other times I was afraid to answer questions in class, because whatever you say, it is never accepted, there was always another student's answer accepted. Home economics was interesting, but I was not able to get the things I needed for projects, and when I got the materials it was always after everyone else in the class. So I felt very uncomfortable in this situation also."

Interviewer - Can you think of some ways in which these situations you mentioned can be improved?

Dropout - "I don't really know, maybe I didn't study my work as I should have, but I thought I was doing my work correctly; but evidently it wasn't what the teacher wanted me to do. If I could have had someone to help me with some of my school work, maybe it would have been different. I really don't know what could improve the situation."

Dropout #3

Interviewer - I would like to get some information from you concerning the reason(s) you dropped out of school.

Dropout - "School was uninteresting to me, because I could not get the lessons. I was making C's and a few B's when I was in the 7th grade. I made only F's and D's during my 8th grade year. So I felt that school was a waste of time."

Interviewer - Can you think of some ways to make school more interesting, so that we may be able to keep other boys and girls in school?

Dropout - "No. I think that some provisions should be made for students to understand why there is so much difference in making a passing grade in the 8th grade than in other grades.

Dropout #3 (Continued)

Dropout - It should be explained to each student what is required in a course in order for a student to make a passing grade. The students should be able to get someone to help them if the teacher is unable to help them."

Dropout #4

Interviewer - Would you discuss with me the reason(s) you dropped out of school?

Dropout - "I made good grades in math and science, because I liked to work with numbers and I understood something about these subjects. I tried very hard and I made good grades. I liked home economics also, but the other subjects, especially social studies, I did not make good grades and I did not care about it. The teachers seem uninterested also."

Interviewer - Can you think of some ways to improve the school's program to enable students to remain in school?

Dropout - "No. I feel like I could have made better grades and stayed in school, if I had not become pregnant. I believe that a sex education class would be helpful to the students."

Dropout #5

Interviewer - Did you ever have problems with your classmates or your teachers? Please do not name the individuals. I really don't need to know any names.

Dropout - "Yes. I seemed to always be in hot water with some of my classmates and teachers. My parents would always punish me for being in trouble, if they ever found out about it."

Interviewer - Were you encouraged to stay in school?

Dropout - "Yes, my parents, but I told them that I was pregnant. I wasn't at the time, but after my sister was able to quit because she said this I decided to try it also."

Interviewer - Do you have any brothers or sisters who completed high school?

Dropout - "No."

Interviewer - If you had another chance, would you come back to school to take course offerings as hair fixing, cooking, etc.

Dropout - "Yes."

In summary, Lanier County schools have a significant number of students leaving school each year never to return, and in most cases they do this without the slightest realization of the consequences. They are often not aware of the critical affect that it would have on their futures by leaving school, even though they have received counseling. In any event, they are leaving at the rate of approximately forty students per year, and for a variety of reasons, with the major one being lack of academic success. It is evident from the data that a more comprehensive program is needed at the high school with more of an emphasis on developing vocational/trade skills. Only 35 percent of the 1974 graduates are enrolled in college.

It is felt that many more Lanier County students could have succeeded, even in a college preparation program, if they had had more advanced skills in reading, language, and mathematics. Teachers at all grade levels need teaching strategies that are geared to the individual needs of students and that include successful experiences for each student.

Finally, after considering all contributing factors, it is the social system that fails most students rather than the students failing the system. Ultimately, administrators, teachers, and parents must share the responsibility for providing a program of education that will meet the needs and interests of students, so that students will be attracted to school and not driven away.

XII. SPECIAL EDUCATION NEEDS

XII. SPECIAL EDUCATION NEEDS

In every community there are children and youth who have special educational needs that cannot be met within the operation of the general program of instruction. There are various definitions of children with special needs, but for the purpose of this study children with special needs are "those who have emotional, physical, communicative, or intellectual deviations, or a combination thereof, to the degree that there is interference with school achievements or adjustments, or prevention of full academic attainment and who require modifications or alterations in their educational programs. This definition includes children who are intellectually gifted, mentally retarded, physically handicapped, speech handicapped, behavioral disordered, hospitalized or homebound, handicapped by a specific learning disability, multi-handicapped, artistic, hearing impaired, visually impaired and any other area of special needs which may be identified."[1]

This section of the needs assessment will deal with a description of the current program for students with special needs and a projection of those who will need special education programs by category of need.

Lanier County has five classes for those who are educable mentally retarded with a total enrollment of 90 students. The classes are housed in each of the three schools in the system. There is one class for students with learning disabilities comprised of thirty students and located at the elementary school. Lanier County also provides a program for students who are intellectually gifted. It serves sixty-five students in grades 3-12 and is housed at the primary school. The high school

[1]Adequate Program for Education in Georgia Act, Senate Bill 672, p. 4

students participate in the program two times per week for two hours each session and one full day per month. Students in grades 3-7 participate three hours per week by grade. The coordinator of the program also works with the regular classroom teacher on strategies for helping the gifted students.

In addition to the above program components, the Lanier County schools participate in the services provided by a shared services unit that serves three counties, with such services as the regional center for trainable mentally retarded children and consultative assistance to all the special education components on a continuous basis.

A recent survey conducted by shared services revealed the need for Lanier County to expand the special education program in the areas described below. (See Table 19)

By 1976 the Lanier County school system must be prepared to provide a program of instruction for approximately 300 students with special needs. Most of the students will not need a full-day self-contained program, but will be given special assistance apart from the regular classroom on a part-time basis. In fact if the program for educable mentally retarded students were incorporated into the general program, there would only be approximately thirty students who would not participate in the regular program of instruction. It should be noted that an individualized program of instruction would provide the structure for incorporating educable mentally retarded students into the regular program for much of the school day.

Table 19

STUDENTS WITH SPECIAL EDUCATION NEEDS

	Elementary School			Middle School			High School			Total		
Year	73/74	74/75	75/76	73/74	74/75	75/76	73/74	74/75	75/76	73/74	74/75	75/76
Educable mentally retarded	24	26	28	26	28	31	20	23	25	70	77	84
Trainable mentally retarded	4	5	7	2	3	4	1	2	3	7	10	14
Behavioral disorders	4	7	8	9	10	12	2	5	6	15	22	26
Visually impaired	0	4	5	0	1	2	0	2	3	0	7	10
Hearing impaired	2	4	5	0	1	2	0	0	1	2	5	8
Speech impaired	18	20	21	16	19	20	0	2	3	34	41	44
Multi-handicapped	1	2	2	1	1	1	0	0	0	2	3	3
Hospital/homebound	5	6	6	3	4	4	2	2	2	10	12	12
Gifted	14	15	15	13	13	13	14	14	14	41	42	42
Learning Disability	15	18	20	30	34	35	31	31	31	76	83	86
							TOTAL			257	302	329

XIII. FACILITIES

XIII. FACILITIES

A. Introduction

The Lanier County schools believe that an instructional program should be supported by appropriate facilities which are designed on the basis of program concepts. In theory, facilities should be designed to accommodate programs that are based on the needs and interests of students.

An assessment of the needs of Lanier County would be incomplete without very close scrutiny of the existing school facilities. Therefore, this area of the needs assessment will attempt to answer the following questions:

1. In what condition is each building?
2. How are the facilities being utilized?
3. How adequate is each plant and site for educational use?
4. What is the net operating capacity of each facility?
5. How does each facility rank in overall rating with other schools?

In an attempt to answer these questions about facilities as well as the many others about programs, attitudes, etc., the Lanier County Board of Education has, with consultative assistance, completed an in-depth study of all existing school facilities in the school system.

The facility study includes an analysis of existing school plants and sites with respect to the educational adequacy and capacity rating of each facility and/or the utilization of each plant for maximum educational benefits based upon program concepts. For the purpose of this study, facilities will include both plants and sites. School plant will refer to buildings only and site to the school grounds.

B. Rating Criteria

1. Plant and Site Rating. School facilities that provide for a wide range of teaching techniques and flexible programs are more adequate than those that limit programs to one teacher/one room; this is a basic principle that has influenced the rating standard for school plant and site used in this study. A facility is considered modern if it provides for small and large group and individual instruction; utilization of educational media; guidance; health and food services; faculty planning; instructional media center; special interests (music, drama, shop, home economics, horticulture, science, etc.); large group assembly, and administrative functions.

The educational adequacy of each facility was determined by use of the Linn-McCormick Rating Form for School Facilities[1], which provides a method for systematically evaluating the following basic features of a school:

a. Site - General
b. Site - Development
c. Building Structure
d. Heating and Ventilating
e. Fire Protection
f. Artificial Lighting
g. Electric Services
h. Water Supply
i. Offices
j. Teachers' Rooms
k. Toilet Rooms
l. Lockers and Storage
m. Classrooms
n. Special Rooms
o. Auditorium
p. Gymnasium
q. Library
r. Cafeteria
s. Custodial Facilities
t. Kindergartens

[1]Linn, H. H. and McCormick, F. J., Rating Form For School Plants Institute of Field Studies, Teachers College, Columbia University

The evaluation of these categories of items and the determination of a total score for a building and site provide an objective basis upon which to appraise a school facility's adequacy for serving a modern educational program in the Lanier County Schools. In the rating form, a theoretically perfect school facility would receive a total score of 1,000 points. Most school facilities, however, represent compromises between the perfect and the financially feasible.

The following scale describes the point range and expected adequacy of plant and site, based upon norms established for the Linn-McCormick Rating Form:

Points	[2]Facility Characteristics
900 - 1,000	Excellent facility. It meets all requirements for housing comprehensive, flexible programs and is in excellent condition. (Past experiences show that only a few buildings and site score as high as 900).
700 - 899	Very good facility. It will house modern educational practices with considerable space for a wide variety of experiences and activities.
600 - 699	Good facility. It is lacking in some needed special areas, but is better than the average school in use today. It is relatively modern but needs reconditioning in some areas.
500 - 599	Average facility. It is lacking in special areas and is somewhat inadequate for housing programs based upon modern educational concepts but is in fair condition.
400 - 499	Poor facility. It should have some modernizing and expanding to house a modern program. It is in poor condition.

[2] Facility includes all permanent buildings and site.

300 - 399	Very poor. It is educationally obsolete and should be completely modernized and expanded or abandoned for school purposes.
0 - 299	To be abandoned.

For a more complete and valid study, it was necessary to rate each school facility in Lanier County on the basis of its present grade level organization. Therefore, the Lanier County primary (grades K - 3) and elementary (grades 4 - 7) schools were ranked from an elementary rating form, while the high school facilities were ranked from a secondary rating form. Each school facility was classified using the following categories:

Permanent - Satisfactory for continued use for a reasonable length of time.

Temporary - Unsuitable for an adequate school program but can be used until replaced or renovated.

To be abandoned - Unsuitable for continued use.

2. School Plant Capacity. Since a modern educational program requires considerable space for a wide variety of experiences and activities, the reasonable capacity of the standard elementary classroom is generally considered to be between 25 and 30 students, and for a secondary plant, between 24 and 27 students. For this study, the number of student stations per classroom for each school was calculated at a maximum of 30 per classroom.[3]

It is sometimes necessary, under conditions of dire emergency, for districts to make use of improvised or detached spaces after standard classroom spaces have previously been filled to their capacity. Such temporary spaces are assigned "dire emergency" classification. Such is the case in Lanier County. Relocatable facilities are used to house

---

[3] Georgia State Board of Education, Standards For Public Schools of Georgia 1974, p. 20

students due to overcrowded conditions at the Lanier County Elementary School. Because of the temporary nature of these units, no student capacity was assigned to them when capacities of school plants were rated. While recognition is given to these units as part of the program in progress, it is generally accepted that they are not representative of permanent capacity.

For the purpose of this study, the capacity of each facility will be calculated using the criterion for minimum allowable space allocation per student as currently recognized by the Georgia State Board of Education. In Georgia, new classrooms in schools must have no less than 750 square feet of floor space. Thus, for capacity calculation, any smaller existing units are herein assigned proportionately less student stations. This same technique applies to special instructional areas, and again the allowable minimum was used. Certain special facilities serving the total school population, such as the library, the cafeteria, and the auditorium did not receive a capacity rating in terms of student stations. In addition, for the purpose of this study an effective operating capacity of a secondary school building will be considered equal to 90 percent of the available student stations, to allow for the difficulties of scheduling a departmentalized program.

3. School site. A school site, like a school plant, should complement a program. For the purpose of this study, the minimum school site standards recommended by the Georgia Accrediting Commission were used to determine school site adequacy.[4]

---

[4]Georgia Accrediting Commission Official Bulletin 1974-75, Volume 19, pp 10, 15, and 21.

School site minimum standards for:

Elementary School

Five acres plus one acre for each 100 students.

Junior High/Middle School

Ten acres plus one acre for each 100 students.

Senior High School

Ten acres plus one acre for each 100 students.

All sites were classified as permanent, meeting minimum standards, temporary, needing to be developed or expanded, or to be abandoned, where they could not meet minimum standards.

C. Lanier County Schools

The Lanier County School System consists of three separate independent schools: Two elementary schools, one serving all students in grades K - 3 and the other serves all students in grades 4 - 7 and a high school for all students in grades 8 - 12. The three schools are located within the city limits of Lakeland, Georgia. This section of the report on facilities will be organized by school and will be included in the rating of each plant and site based upon grade level organization.

LANIER COUNTY PRIMARY SCHOOL

1. General Description of Plant and Site. The primary school currently houses grades K - 3 and the central administration for the school system. It consists of three buildings located within a few feet of each other--each of which is a one-story brick-on-block structure--connected by a covered walkway. The primary buildings were constructed as additional capacity was needed in the system due to enrollment increases and to consolidation efforts. In 1956 and 1957, the St. Louis and

Stockton Grammar Schools, last of the small schools in Lanier County, were consolidated with the three schools that are currently in operation.

The first building of the Lanier County Primary School was constructed in 1953. It consists of nine standard sized classrooms, a teacher's lounge, a cafeteria, and an administrative suite. The superintendent's office and the central administration office for the school system are housed in the administrative suite of this building. This building is structurally sound and in good condition.

In 1969, the second building was constructed. It consists of six standard sized classrooms, a library, a meeting room for the Board of Education and one classroom which has been divided by a paneled partition to provide space for an instructional media work room. This building is in very good condition.

The third building was constructed in 1971 and consists of seven standard sized classrooms and an administrative suite. It is in very good condition and is a more modern school facility because of its carpeted floors and non-traditional furniture.

But the primary school, including the two additions, is basically a traditional one-teacher/one-classroom type building with no open space or special instructional areas.

The site for the primary school is comprised of 11.1 acres, which is an adequate size for an elementary school site since it exceeds, by approximately two acres, minimum site size standards required by the Georgia Accrediting Commission. In addition, the site is in fair condition but needs some development to solve drainage problems and to improve the out-of-doors instructional space.

2. School Plant Capacity. The operational capacity of the Lanier County Primary School is 630 student stations. This capacity by space is shown below:

FACILITY	CAPACITY (STUDENT STATIONS)
21 Standard Classrooms @ 30	630
1 Media Room	
1 Library	
1 Cafetorium	
Administrative Spaces	
1 Central Administration Suite (3 rooms)	
1 Board Room (Board of Education)	
1 Principal's Office	
1 Reception Room (Secretary to Principal)	
1 Teachers' Lounge	
Total Student Stations	630
Utilization Factor @ 100%	0
Net Operating Capacity	630

3. School Plant Utilization. The results of the utilization study of the Lanier County Primary School reveal an enrollment of 413 students in grades K - 3. The net operating capacity for this school is 630 students, calculated at 30 student stations per room at 100% utilization. The primary school is operating at 217 students under its net operating capacity. It should be noted that the number of students under capacity is much less when consideration is given a smaller student-teacher ratio for the kindergarten and special education classes housed in this building.

It should also be emphasized that the Lanier County Primary School serves not only as a facility for a basic elementary education program, but also as a facility for the operation of all central administration functions for the school system.

4. Educational Adequacy. The Lanier County Primary School scored 630 out of a possible 1,000 points on the Linn-McCormick Rating Form for an elementary school. The rating for this school, though good, was affected by:

1. the use of the main administrative suite of this building for the central administration office, which causes the principal's office to be located in a remote area of the building, making it difficult for non-school personnel to locate the principal's office and increasing the traffic within the building. In addition, the location of the central office at the primary school significantly increases the amount of general traffic (automobiles and people) on the school site simply because of the amount of traffic affiliated with the operation of a school system.

2. the lack of special instructional areas that provide for a variety of experiences for children and for the use of alternative teaching strategies.

3. a need for some maintenance as evidenced by leak marks on the outer walls of the Board Room, the instructional media work room and room six. Some painting is needed in the kitchen and on the outside trim of the older building.

4. the very poor acoustics in the older building and in areas of the "north" wing caused by tile floor and an exposed steel beam ceiling.

The condition of the site contributed significantly to a lower rating of the Lanier County Primary School facility. The most severe problem with the site is inadequate drainage. The play and out-of-doors instructional areas to the rear and to the north of the buildings are lower than the surrounding terrain with no planned drainage system.

There is no place for surface water to drain, and therefore, water accumulates in areas directly behind and to the north side of the buildings and stands for days after a medium to heavy rain. A drain pipe attached to the city water drainage system is visible in the extreme northwestern section of the site and opens on to the school site. However, the system does not meet the drainage need for the site because the pipeline is slightly higher than the site and thus prevents natural drainage. There is water constantly standing on this area of site except in extremely dry weather. It is evident that a more adequate drainage system is needed for this site in order to prevent soil erosion and the accumulation of surface water which will, in itself, delimit the use of the site for out-of-doors activities.

The "fixed" play area between the cafetorium and the "south" wing is another area of the site with deficiencies. The area is inadequate in size for the amount of equipment and for the number of children the area serves. The land surface is rough and without grass. Consideration should be given to developing an out-of-doors play area for younger students on an area of the site that is more open, away from the classrooms and adequately drained of surface water. The equipment should be moved from the present area and the area landscaped.

In the past, this site has served the high school baseball program but the site is no longer needed for this purpose since a new baseball park has been constructed by the city on another site. This change makes it possible to develop a more adequate out-of-doors instructional facility for children in grades K - 4. The site could be further improved by planting trees, at least around the edge of the site in the back and on each side, and by removing an inoperable Marlo air compressor

used in the past to air condition the cafetorium. The air compressor is the size of a two and one-half ton truck bed and was secured from army surplus.

The condition and maintenance of all buildings are good, which the overall score reflects. The carpeted floors in certain areas of the buildings, the large spacious classrooms, the artificial lighting, modern flexible furniture in some classrooms and the library also increased the rating of the primary school facilities.

In general, the primary school is rated good and should be considered a useful and permanent elementary school facility for the Lanier County schools for years to come. See Graph 8 for a detailed description of the rating.

LANIER COUNTY ELEMENTARY SCHOOL

1. General Description of Plant and Site. The Lanier County Elementary School is a one-story brick on block structure constructed in 1956. A new cafetorium and kitchen were added to the original building in 1962. This school was originally constructed to house a program for grades 1 - 12 and was not designed specifically for an elementary or middle school program. While most space is limited, there are certain special facilities in this building that are not normally found in elementary schools such as, a vocational-agricultural shop, a home economics room, and a special science room. The elementary school currently houses grades 4 - 7, a combination of elementary and middle school grades. While this school will be rated as an elementary facility, consideration will be given to its educational adequacy as a middle school facility.

The elementary school building is structurally sound and in good condition. Some maintenance in the form of minor repairs is needed throughout the building. It is a traditional one-teacher/one-classroom type building with no open space and limited special instructional areas.

The site for the Lanier County Elementary School is comprised of 13 acres, which is an adequate size, to meet the site size standards required by the Georgia Accrediting Commission for elementary school accreditation. The elementary school site is in good condition with some development needed to provide a more adequate out-of-doors instructional facility.

2. School Plant Capacity. The operating capacity for the elementary school is 432 student stations. This capacity, by space, is shown below:

FACILITY	CAPACITY (STUDENT STATIONS)
13 Standard Classrooms @ 30	390
1 Science Room @ 30	30
1 Home Economics Room @ 30	30
1 Vo-Agri Suite @ 30	30
1 Library	
1 Cafetorium	
Administrative Spaces	
1 Business Office	
1 Principal's Office	
1 Materials Center Workroom	
1 Teachers' Lounge	
Total Student Stations	480
Utilization Factor @ 90%	-48
Net Operating Capacity	432

3. School Plant Utilization. A study of the utilization of the Lanier County Elementary School facility and its enrollment, reveal that it is operating 80 student stations over its rated capacity. There are 512 students enrolled in the elementary school, while its net operating capacity is rated at 432. The net operating capacity was calculated at 90% utilization since the upper grades are departmentalized. Two relocatable units (one with 1 teacher station and one with 2 teacher stations) are located on the site behind the main building and are used to eliminate the overcrowded condition at this school. The relocatable units were not included in the net operating capacity since they are not permanent buildings.

4. Educational Adequacy. The elementary school was ranked good as an elementary facility. It scored 589 out of a possible 1,000 points on the Linn-McCormick Rating Scale for elementary schools. If it had been ranked as a middle school, the total points would have been lower since a middle school needs more special facilities than an elementary school. The shop, home economics room and science room definitely enhanced the rating of the elementary building. In addition, the overall rating was higher because of the library and media center, the artificial lighting, the condition of the building and the general maintenance of plant and site. The rating of this facility was lowered because of

1. the limited space for alternative instructional strategies;
2. a need for some minor repairs, such as replacing the worn tile in the kitchen near the rear exit and painting the outside trim;
3. the lack of adequate kitchen space. The kitchen is well equipped but extremely crowded and in need of office space for the food service manager. The storage area for staple products is also inadequate in size.

4. the need for improvements to the site, such as development of the area south of the building to prevent soil erosion, removal of the junk and debris from the north side of the building near the shop, construction of hard surface athletic courts and the addition of other out-of-doors facilities;

5. a more effective use of the science, home economics and shop facilities. It should be noted that the shop has been divided by a temporary plywood paneled wall into two sections, one of which is a sub-standard classroom. The shop was rated in its original form without the wall;

6. the need for carpeted floors and acoustical tiled ceilings to reduce noise.

The condition and size of the site are most adequate for an elementary school, however the site would not meet the minimum standards for site size for a middle school. A middle school with a student population of 500 would need 15 acres to meet the accreditation standards. The elementary school site is short by 2 acres, since it is comprised of 13 acres.

This facility could serve as a center for either an elementary school with some combination of grades K - 5 or a middle school with some combination of grades 5 - 8. The shop and home economics rooms would definitely enhance a middle school program, but it would be necessary to remove the temporary wall in the shop so that the total facility could be utilized. A gymnasium is needed for a program of physical education and fitness in the event that this school becomes a middle school. Additional equipment is needed, both for the regular classrooms and the special instructional areas.

In general, the Lanier County Elementary School is a good facility and should be considered as a useful and permanent facility for an elementary school or for a middle school, with some minor remodeling and additional special instructional space. In any event, this school should

serve the Lanier County School System for several years. For a more detailed description of the rating of the facility, see Graph 9.

LANIER COUNTY HIGH SCHOOL

1. General Description of Plant and Site. Lanier County High School serves students in grades 8 - 12. It consists of 10 buildings on an 8 acre site. A school has been on this site since 1906 when the Valdosta Baptist Association constructed Oaklawn Academy, a college with a religious emphasis. Six years later, the college failed and the facilities were sold to Berrien County for a public school. The Lanier County community was a part of Berrien County until Lanier County was organized in 1921, at which time the schools on this site became Oaklawn Grammar School and the Lanier County High School. Facilities have been added to this site since 1921 as the enrollment increased, as programs expanded and as the small schools in the system were consolidated. There are currently 10 buildings on the high school site with each being utilized by some part of the program. While each of the buildings will be described individually, the overall rating of the high school facilities will include all buidlings.

The high school academic building is one of the three oldest buildings on the site. It was constructed in 1926 along with the auditorium building and the business building. The high school academic building consists of six classrooms, one small office and two rest rooms, both of which have been closed. This building is typical of the architectural design of schools in the 1920's. It has wooden floors, tongue-and-groove ceilings which are 12 feet high and a chimney in each classroom for wood or coal stoves. The lighting system has been renovated and a

centralized heating system added since its construction, but the building is in poor condition, as one would expect of a building almost fifty years old.

The auditorium building consists of 2 classrooms, an entrance foyer, and an auditorium area with an exceptionally large stage. The style of this building is very similar to the high school academic building. The auditorium areas have fixed seats and an open wood finished ceiling. This building has a stage large enough for a basketball court and has actually served as a gymnasium for the high school until a new one was constructed in 1964. This building is in poor condition and in need of numerous repairs. Its ventilation and general electrical services are poor and need to be remodeled.

The business building consists of 3 classrooms and is very similar to the other buildings constructed in 1926. It, too, is in poor condition and in need of major improvements.

The agriculture building was constructed in 1935. It consists of two major service areas. One half of the building consists of two shops, a small office, a classroom and storage area to support a general agricultural training program. The other half of the building was originally designed as a cannery to train students in the processing of canned foods. The shop areas are currently utilized for agriculture classes but the cannery is no longer in operation, although much of the equipment is still intact. The cannery area is rented by the Board of Education to private enterprise for the processing and storage of fresh meat. The agriculture building is in poor condition. The lighting, ventilation and the heating systems are most inadequate. The general

arrangement of the building does not provide for a variety of activities; there is limited space and the equipment needed for a broad program is either antiquated or non-existent.

The shop building was also constructed in 1935. It houses shop activities for eighth grade students and the general maintenance for the school system. This building, like the agriculture building, is in poor condition. In order for it to serve as an instructional facility, it would need to be completely remodeled. It also lacks equipment to support a vocational or exploratory program.

In 1953, a building was constructed that currently houses the high school home economics classes and a section of the library. In 1958, the library was expanded and a new wing was added to the building. The wing consists of a classroom currently being used for eighth grade home economics, storage space and a principal's office. This building is a one-story brick-on-block structure. The library is fairly adequate, while the home economics rooms are totally inadequate for a complete program in home economics. A facility is needed with separate areas for each program component with adequate storage and equipment. The old principal's office is used for the storage of books and home economics supplies. Generally, this building is structurally sound and in fair condition.

Another building, the so-called eighth grade building, was also constructed in 1953. It is a one-story brick on block structure consisting of ten classrooms and two rest rooms. This building is structurally sound and in fair condition. The classrooms are traditional--one teacher/one classroom type.

A cafeteria was constructed in 1962. It is a brick-on-block structure designed to serve approximately 500 students in two to three

sessions. The kitchen is well organized and adequately equipped, but the storage area is inadequate in size and is open to the kitchen. The storage and kitchen areas are divided only by a concrete block wall with an opening of 24 inches at the top of the wall. A larger, closed storage area with an electrical vent fan is needed. The dining room is small and will comfortably serve approximately 150 students at one time, however, tables are crowded together so that 250 students are served at one time. The cafeteria is small and unattractive for dining, but clean and in good condition.

In 1964, the gymnasium was constructed. Up to this time, the only facility available for physical education and/or an athletic program was the stage section of the auditorium. The gym has a standard sized floor used primarily for physical education and an athletic program. It will seat approximately 1,400 spectators for an athletic event. The dressing rooms are inadequate; they are small, they have limited shower space and no lockers. The gymnasium, itself, is structurally sound and in good condition, but it lacks janitorial services and is in need of some minor repairs. The rest room facilities and the foyer are entirely too small to serve a capacity crowd.

The administration building is the newest building on the site. It is a one-story brick-on-block structure constructed in 1969. It consists of a general office, a principal's office, a teachers' lounge, a work room, a guidance suite, a classroom and two general rest rooms. This building is at the front of the site, centrally located to the other buildings. It is structurally sound and in good condition. The acoustics in the administration building are very poor, and some minor repairs are needed.

The Lanier County High School site is comprised of 8 acres, some 7 acres short of the 15 acres required by the Georgia Accrediting Commission for high school accreditation. This site is totally inadequate in size, condition and location. There are no out-of-doors instructional facilities, no planned parking areas adjacent to the gymnasium and no adequate space for the development of either.

2. School Plant Capacity. The operating capacity of the Lanier County High School is 738 student stations. The capacity by space is shown below:

FACILITY	CAPACITY (STUDENT STATIONS)
20 Standard Classrooms @ 30	600
2 Science Rooms @ 30	60
2 Home Economics @ 20	40
1 Vocational-Agricultural Suite @ 30	30
1 Shop Suite @ 30	30
1 Gymnasium (2 teacher stations) @ 60	60
1 Auditorium	
1 Cafeteria	
1 Library	
1 Guidance Suite	
Administrative Spaces	
1 Principal's Office (new)	
2 Principals' Offices (old)	
1 Business Office	
1 Teachers' Lounge	
1 Work Room	
Total Student Stations Available	820
Utilization Factor @ 90%	-82
Net Operating Capacity	738

3. School Plant Utilization. The results of the utilization study of the high school reveal an enrollment of 557 students in grades 8 - 12 and a net operating capacity of 738 student stations. The high school is operating at 181 students under its net operating capacity.

4. Educational Adequacy. The Lanier County High School is low on the Linn-McCormick Rating Form for Secondary Schools. It scored 421 out of a possible 1,000 points. There are a number of factors that contribute to its low rating.

Generally, most of the instructional space at the high school is outdated, inadequate in size, inflexible and in poor condition. Twenty-two of the twenty-five classrooms are from 20 to 50 years old. In order for these old buildings to adequately house a modern education program, they would have to be totally remodeled. There is a lack of special instructional facilities at the high school for such activities as art, music and industrial arts. The science rooms are completely inadequate for a high school biology and chemistry program. The rooms are standard size with a small storage room in the biology room only. There are ten "wet" laboratory tables in the biology room for students but only one in the chemistry room, and it is located at the front of the room and used by the teacher for demonstration purposes. There is a dire need for equipment and supplies that support a comprehensive science program. There are very few equipment items in store in either of the science rooms. The vocational-agricultural program is limited by space, type of facility and the lack of equipment. There is some welding equipment and table-sized woodworking equipment on hand. However, most equipment is very old and is either inoperable or in need or repair. The eighth grade shop is practically without

equipment. The home economics rooms have good equipment, but the space is inadequate, both in size and design. A more complete homemaking suite with separate areas for sewing, cooking and living is needed, as well as ample storage which is not currently available to the home economics program.

The size and the condition of the site are among the most significant factors affecting the low rating of the high school facility. Ten buildings are located on the site which consists of only 8 acres. It is evident that the buildings were constructed as additional space was needed with very little planning, or thought given to such considerations as student needs, program concepts, site utilization for instruction, auto parking, future construction or athletic quality. The site is totally inadequate in size for a comprehensive high school program. It is bounded by traffic on all sides with no possibilities for expansion. The high school needs a minimum of 15 acres in order to meet the site size standards set forth by the Georgia Accrediting Commission. There are no out-of-doors instructional facilities on the present high school site and no space to construct them. In addition, there is no planned parking for athletic events at the gymnasium. Spectators must park either on the street or the sandy lot in front of the gym, which is also the area used for some limited out-of-doors physical education activities.

In general, the high school facility has a very poor plant and site and is rated as a temporary facility until such time the Board of Education can construct a new high school plant on an adequate site in the vicinity of Lakeland. It should be noted that the administration building, the cafeteria, the gymnasium and the library building have

some potential for use by the school system for limited educational programs and for central operation of the school system. For a more specific detailed description of the rating, see Graph 10.

E. SUMMARY

The actual effect a school facility has on student performance has never been satisfactorily documented by educational researchers. One can find an ineffective program with students performing below normal in new ultra-modern facilities, while very effective programs are found housed in old, traditional egg-crate style facilities. While there is some disagreement among educators about the degree of influence that facilities have on student performance, there is complete agreement that facilities are an important factor and should be included with other influencing factors such as management, organization, staff skills, curriculum, instructional technology, etc. It is also agreed that a facility has more influence on the success of a program if it is designed from the needs of students and the needs of appropriate educational programs.

Public school officials in the United States have a history of building schools with little or no consideration for student needs and programs. The lack of capital outlay funds and educational expertise have forced school systems to consistenly build schools after housing needs are at a critical state, therefore allowing little time for planning. Under these conditions, the results are inflexible facilities that limit the range of teaching techniques.

Such is the case in the Lanier County schools. Like most school systems in Georgia, they have not followed a building program that was planned well in advance of facility needs. Their building

program has been one of constructing a facility as schools become overcrowded and as funds are made available. In most cases in Lanier County, funds have been made available for school plant construction only after extreme building needs are identified. The lack of a planned on-going building program is evidenced in Graph 11.

Seventy-five percent of all the current instructional areas (student stations) were constructed prior to 1957, while twenty-five percent have been constructed in the last 19 years. Most of the old construction is at the high school. Eighty-eight percent of the student stations at the high school were constructed between 1926 and 1957, much of which is in poor condition and give a temporary facility rating.

It is evident from the chart that there has been a gradual decline in instructional space construction in Lanier County since 1956. All of the newer construction has taken place at the Primary School. Since most major construction was completed in the 1950's, a large portion of the school facilities in Lanier County will be outdated within ten to twenty years unless a long-range, well designed building program is established.

Generally, the elementary facilities in Lanier County schools are in good condition and rate above average when compared to other schools in the nation, while the high school facilities rank well below average and are considered to be in poor condition. Most of the facilities are the type of basic structure that does not provide for housing a flexible education program. They have been designed to house a self-contained program for the lower elementary grades and a departmentalized program for the middle and high school grades. The basic architectural design of the three schools is an egg-crate style with no

special instructional areas at the elementary schools and limited areas at the high school. The facilities at all schools generally do not provide for special interests of students and delimit teachers using alternative instructional strategies. Since the system is interested in exploring school program concepts that provide a variety of educational experiences for boys and girls as alternative patterns for grouping for instruction, then the types of facilities needed to support program concepts must also be explored.

The sites for the elementary schools are adequate in size and are generally in fair condition. Both sites need some improvements, but the primary school site has the most pressing problem with the inadequate drainage system. The high school site is totally inadequate, both in size and condition. Fifteen acres are needed for a comprehensive high school, while the current site is only 8 acres. The space problem is further compounded by the facility's 10 separate buildings, which utilize most of the usable area of the site. The Lanier County school system is in dire need of a new high school facility including a site with no less than 15 acres. (See Table 20).

The overall rating of the primary school facility was affected by its housing the central administration. In the event that a new high school is constructed on another site, consideration should be given by the Board of Education to utilizing the newer facilities for central administration functions, alternative educational purposes, staff development, central purchasing and storage and community activities.

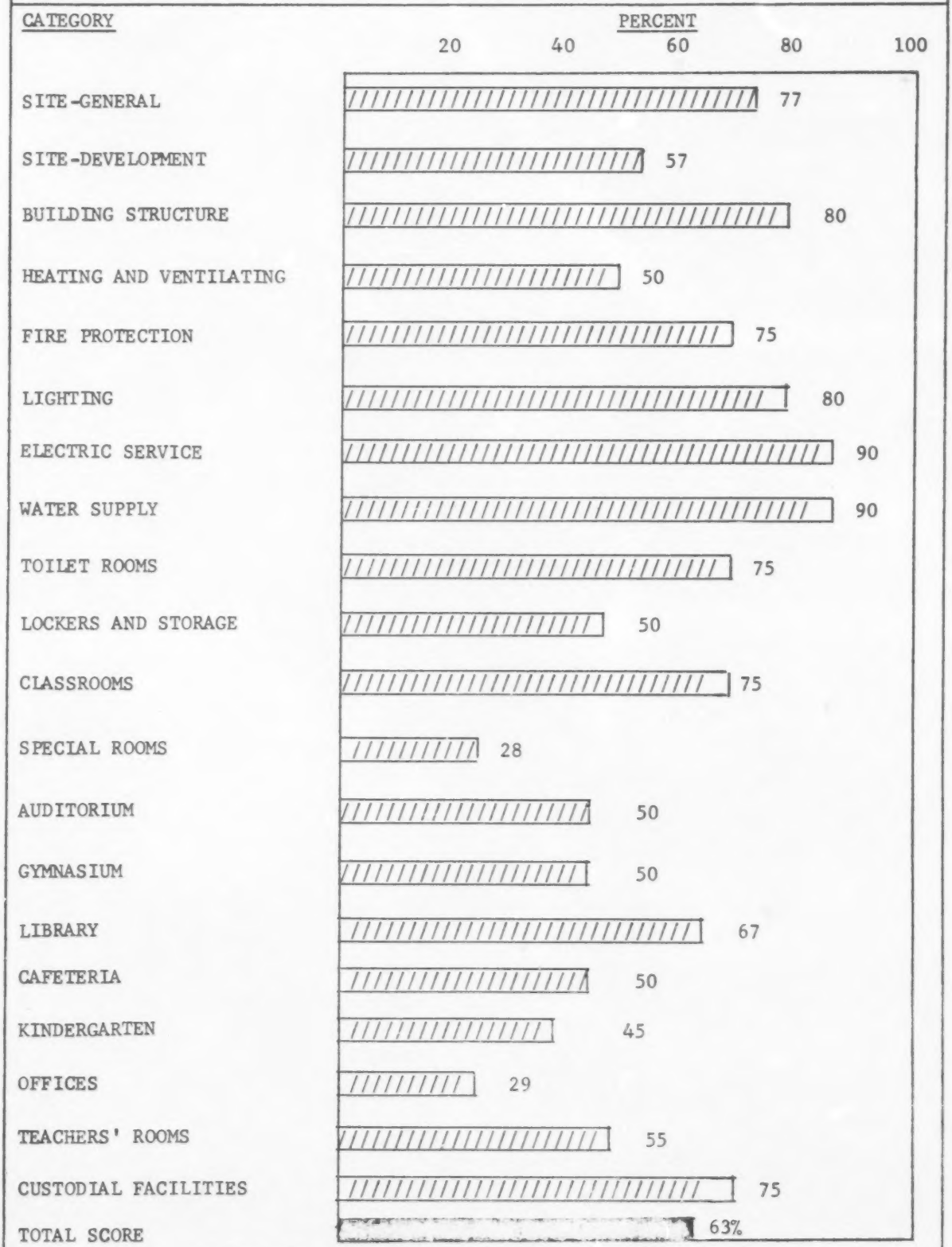
In general, the Lanier County Board of Education has provided good facilities for traditional self-contained and departmentalized

programs with limited resources and without the luxury of having capital outlay funds appropriated in time for long-range planning. The primary school can serve, long-range, as an elementary school, while the elementary school can serve as a permanent facility for either an elementary or middle school because of the home economics and shop space. The high school is a temporary facility and should be replaced on another site in the Lakeland area. (See Graph 12).

GRAPH 8

PERCENTAGE SCORES ALLOTTED BY MAJOR CATEGORIES

LANIER COUNTY PRIMARY SCHOOL — LANIER COUNTY SCHOOLS

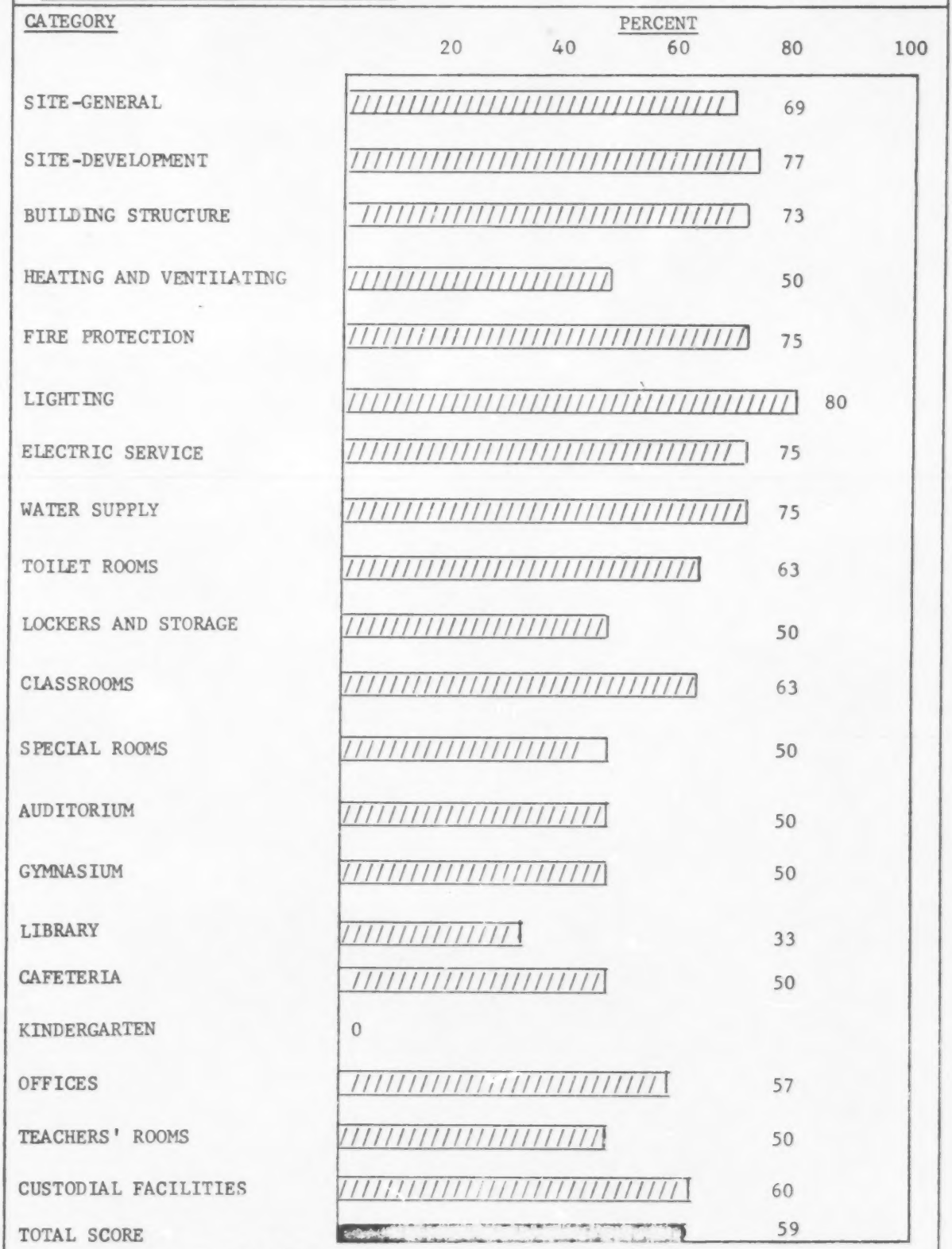


NOTE: SCORES BASED ON LINN-MCCORMICK RATING FORM
(A hypothetically perfect school plant would score 100%

GRAPH 9

PERCENTAGE SCORES ALLOTTED
BY MAJOR CATEGORIES

LANIER COUNTY ELEMENTARY SCHOOL — LANIER COUNTY SCHOOLS

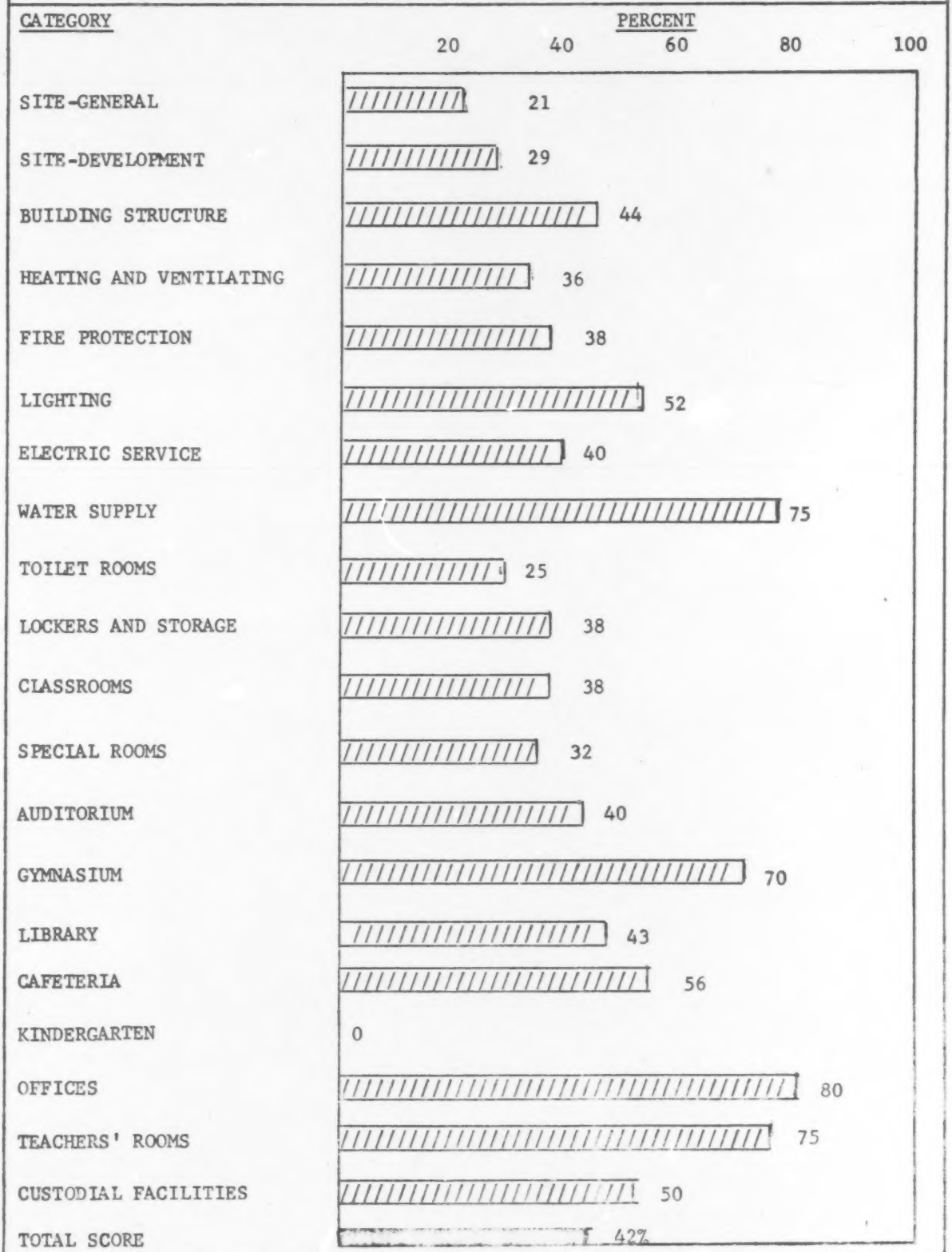


NOTE: SCORES BASED ON LINN-MCCORMICK RATING FORM
(A hypothetically perfect school plant would score 100%

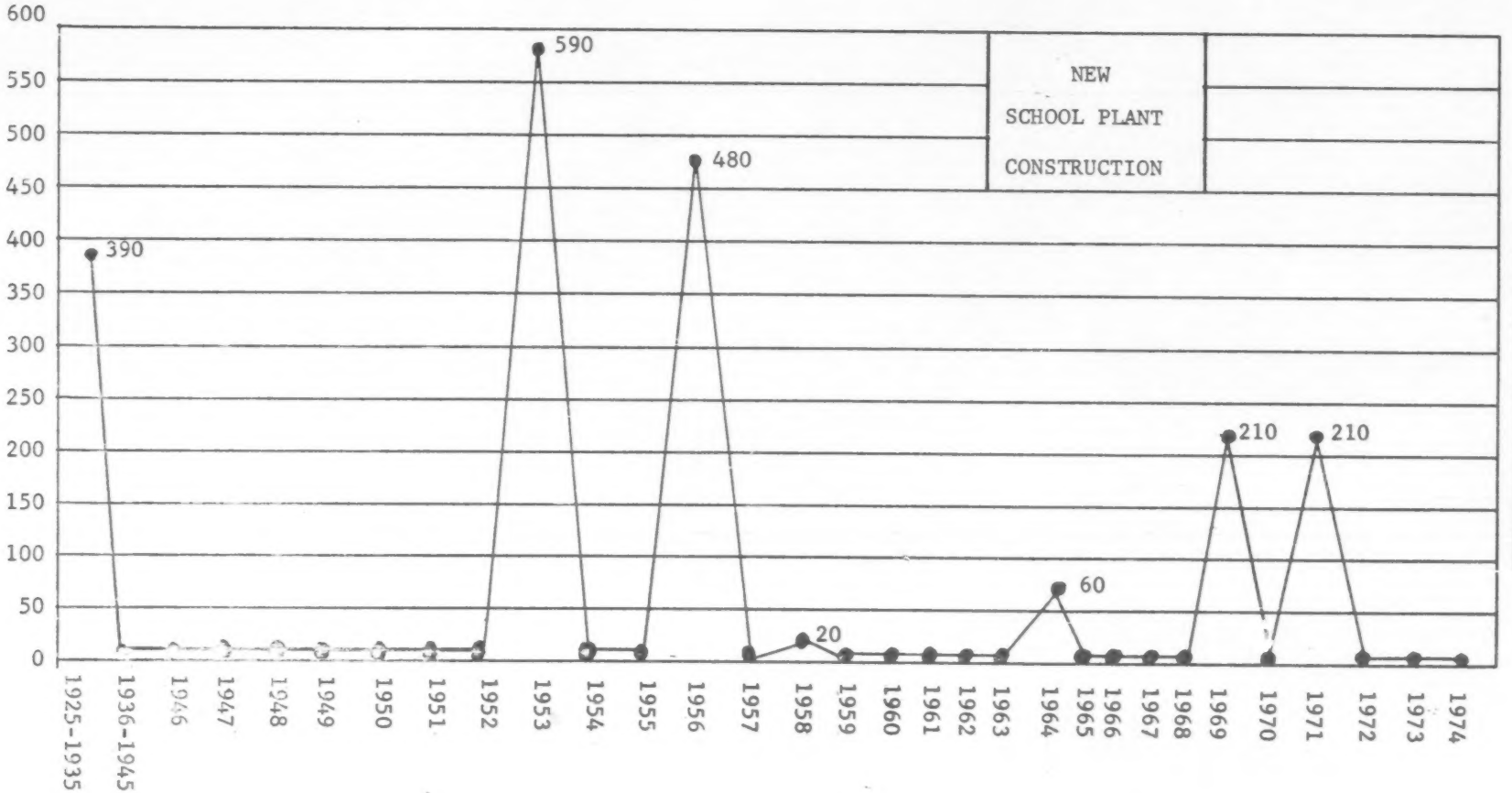
GRAPH 10

PERCENTAGE SCORES ALLOTTED BY MAJOR CATEGORIES

LANIER COUNTY HIGH SCHOOL — LANIER COUNTY SCHOOLS



NOTE: SCORES BASED ON LINN-MCCORMICK RATING FORM
(A hypothetically perfect school plant would score 100%

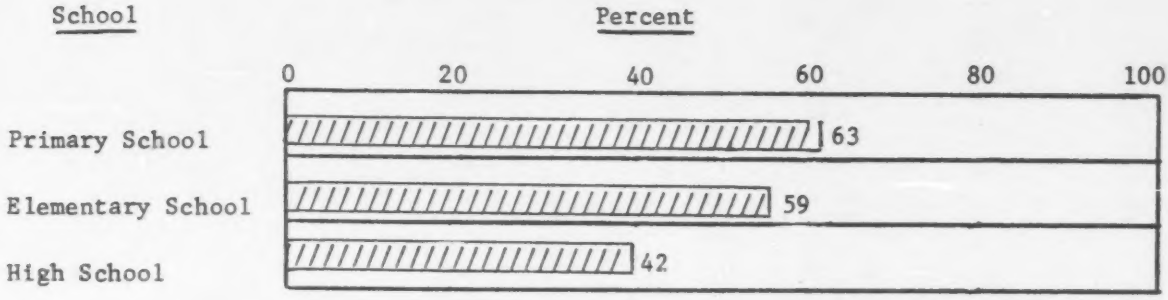


Capacity calculated by student stations. Each teacher station (standard classroom) equals 30 student stations. Each special area was assigned student stations based on size and program.

GRAPH 12

FACILITY RATING

LANIER COUNTY SCHOOLS



Average Facility (50-60%)

NOTE: Scores Based on Linn-McCormick Rating Form

Perfect Score - 100%

Table 20

CURRENT SCHOOL ENROLLMENT, CAPACITY & SITE

LANIER COUNTY SCHOOLS

School	Grade	Net Operating Capacity	Enrollment	Site Size
Lanier Co. Primary	K-3	630	413	11.1 A.
Lanier Co. Elementary	4-7	432	512	13 Acres
Lanier Co. High	8-12	738	557	8 Acres

APPENDIX

NEEDS ASSESSMENT PLAN
LANIER COUNTY SCHOOLS

Data	Population	Source or Instrument	Description of Data Collection Procedures
1. General Population a. Age Distribution b. Education Level c. Birth Rate d. Death Rate e. Occupation f. Income Distribution	Total population (a-f)	U.S. Census Bureau Reports (1960 and 1970)	All general population data will be obtained from the U.S. Census Reports for 1960 and 1970. Each type of data (a-f) will have a special form for recording the data in order to expedite the research.
2. Student Population	All boys and girls who are of school age.	School system enrollment records.	Student enrollment data will be collected for the past 10 years. It will be categorized by grade, race and school. The data will not include those who have dropped out of school at the age of 16 or those who may be of school age but not enrolled in school. The enrollment data for each year will be taken from the report at the end of the first month.
3. Dropout a. Number and causes	Youths who have quit school prior to graduation from high school and who are 16 or older.	School system records of dropouts	Identify the "dropouts" by total number and causes as reported annually to the Georgia State Department of Education. The data will be collected for the past five years.
b. Reading Achievement	Youths who have quit school prior to graduation from high school and who are 16 or older.	Iowa Test of Basic Skills	Identify the number of "dropouts" who are achieving below grade placement in reading using achievement scores that have been collected within two years prior to leaving school.

NEEDS ASSESSMENT PLAN
LANIER COUNTY SCHOOLS

Data	Population	Source or Instrument	Description of Data Collection Procedures
4. Achievement a. Reading	Grades: 4,5,6, 8 & 11	Iowa Test of Basic Skills	All reading achievement will be reported in grade placement and will be the results of achievement test administered pre- and post- during the 1973-1974 school year.
	Grades: 2 & 3	Gates-McGinitie Reading Test	
	Grades: 4,5,6, 8 & 11 Same students for eight years.	Iowa Test of Basic Skills	The reading achievement of one class will be tracked for eight years from the fourth grade to the eleventh grade. Data will be reported in grade placement for five years.
b. Language Arts	Grades: 4 & 8	Iowa Test of Basic Skills	Language arts achievement data will be reported in grade placement and will be the results of achievement test administered during the 1973-1974 school year.
	Grade: 11	Test of Academic Progress	
c. Mathematics	Grades: 4,8,& 11	Iowa Test of Basic Skills	Same procedure as for language arts. The data will be the results of the 1973-1974 testing program.
5. Self-Concept a. Primary	A 30 percent random sample of grades 1-3	"When Do I Smile."	Population will be selected using the table of random numbers. The instrument will be administered to the population by one person by reading each item. The data will be reported in percent of response for each item.
b. Elementary and High School	A 30 percent random sample of grades 4-12.	Coopersmith Self-Esteem Inventory	The Coopersmith will be administered by one person at the elementary school and one person at the high school. Each item will be read to the students. Since the Coopersmith consists of four major subtests, the data will be reported in percent of responses for each item divided by the subtest.

NEEDS ASSESSMENT PLAN
LANIER COUNTY SCHOOLS

Data	Population	Source or Instrument	Description of Data Collection Procedures
6. Career Awareness	A 30% random sample of grades 8-12	Ohio Vocational Interest Survey (OVIS)	The OVIS will be administered to a 30% random sample: A table of random numbers will be used to make the selections. This instrument is computerized and will be scored by computer.
7. Adult Education	All parents of students in grades 1,4,8, and 12.	Questionnaire designed for this study.	A questionnaire will be distributed to the target parents by students taking them home and returning them the next day. A 50% return is the minimum expected return. If the returned questionnaire does not meet the minimum expected return, parents will be selected, at random, from the target group and phoned or visited. The results will be reported either as percent or number of responses for each item.
8. Special Education	All school-age students.	Inventory of Needs completed by the Tri-County Shared Services Program for Special Education.	The needs assessment completed by shared services will be used to identify the specific needs of the students and the number in each category of need.
9. Teaching Strategies	All teachers in the system.	Sims-Nallia Inventory of Instructional Strategies.	The Sims-Nallia will be administered to all classroom teachers and will be used to identify the methods of teaching that exist within each school. The data will be reported in percent of responses for each item. The item will be grouped and analyzed by sub-tests.
10. Facilities	Needs Assessment	Linn-McCormick Rating Scale	Each building will be rated in terms of educational adequacy, condition, capacity and utilization. The factor that contributes to the rating score and the possibility for future use of each building will be discussed.

NEEDS ASSESSMENT PLAN
LANIER COUNTY SCHOOLS

Data	Population	Source or Instrument	Description of Data Collection Procedures
11. Program of Offerings	Needs Assessment.	Interviews with administration, schedules, course offerings, etc.	The program of each school will define in terms of organizational structure, basic and special course offerings, student participation and logistical arrangements.
12. Student Experiences	A 30% random sample of all students - grades 1-12	Inventory of Student Experiences and His Perceptions of the World An instrument designed for this study.	The random sample of students was selected by using a table of random numbers. Each item will be read to the students and the results tabulated and analyzed by item.